

A STUDY OF INTERPERSONAL ASPECTS  
OF PERSONALITY  
OF PREGNANT ADOLESCENT GIRLS  
AS COMPARED TO THEIR PEERS

by

Girolima Rini Labrecque

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The study of interpersonal aspects of personality of pregnant adolescent girls as compared to their peers was undertaken primarily as an attempt to obtain information about a little known subject in view of seeing what can be constructively done about an already existing situation.

In this research, defining the personality of the pregnant adolescent is attempted through the bias of qualifying her interpersonal relationships with her boyfriend, father and mother. By means of these qualifications, it is possible to define interaction patterns indicative of personality types and to measure differences from the peer group.

In order to do this, sixty-five pregnant adolescents from thirteen to twenty-two years were compared with sixty-six girls of the same ages who were not pregnant, by means of the Terci, a test to measure interpersonal aspects of personality. By measuring the relationships between the subject and her boyfriend, father and mother in terms of dominance, submission, love, and hostility, the following observations were retained concerning the pregnant adolescent group as being significantly different from observations of the peer group.

The pregnant adolescent sees herself as more likeable, friendlier, and easier to get along with than does the girl who is not pregnant. She also differs from her peers in that she sees the boyfriend as cool and dominating. And the relationship between them is like the one she perceives between her parents. This parental relationship differs acutely from that of the parents of the girl who is not pregnant.

Unlike the girl who is not pregnant, the pregnant adolescent also has a strong perception of the mother, and her relationship with the mother is strained and difficult to maintain.

The pregnant adolescent's personality, as defined by her interpersonal relationships, is influenced by the age of the subject: the older the subject, the more pronounced are the characteristics she attributes to herself and others.

*Barbara Ann Shogren*

*Richard Hould*



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## Introduction

After more than forty years of research, an impressive list of possible factors has resulted from attempts to determine the personality of the pregnant adolescent girl as well as the sociological and psychological predisposing factors of her pregnancy. Factors such as poverty, broken homes, unmoral parents, limited education, ignorance, lack of religious or moral training, mental defect, delinquent companions, and youth of the girls concerned, were all found to be very frequent in any situation of adolescent pregnancy. These factors, however, cannot be considered as causative; at best can they be seen as contributory factors towards pregnancy in the adolescent and their relation to the personality is even less certain. In any case, one is left with the stereotyped portrait of the adolescent mother as one who is young, neglected, not much educated, psychologically disturbed and different from other adolescents who are not pregnant.

On the basis of this difference, the pregnant adolescent has become the object of well-intentioned group programs which, unfortunately, only seem to emphasize the fact that she is different. Curiously enough, in spite of the fact that the pregnant adolescent group is defined as being very distinct from other groups, not one specific personality characteristic nor set of general characteristics has been found to be typical of this first group.

It is not the purpose of this study to make another attempt to relate cause and effect, that is to say, illegitimate pregnancy to a particular personality. This study is concerned with exploring aspects of the personality of the pregnant adolescent through the bias of interpersonal relationships she has with others.

The questions that this research will attempt to answer are:

- a) how can the personality of the pregnant adolescent be qualified, when seen through the optic of her interpersonal relationships?
- b) does she differ from other girls of the same age who are not pregnant?
- c) what are the salient points to be kept in mind when considering interventions with pregnant adolescents?

In addition to exploring the interpersonal patterns of the pregnant adolescent group as compared with girls of the same age who are not pregnant, the author is also interested in finding out if there is any significant difference in these interpersonal factors between the early, middle, and late pregnant adolescents. Differences may suggest approaches applicable to a definite age group, whereas the present tendency is to base interventions on generalizations

concerning all pregnant adolescents regardless of age.

The first chapter of this study comprises a review of the literature pertinent to this research. The second chapter describes the procedure, as well as the theoretical rationale which supports this research. The results are presented in the third chapter. A discussion of the results follows in the fourth chapter.

## Chapter one

### A review of literature



Looking back over research done in the field of pregnant adolescents, it is possible to discuss the different concepts postulated as determinants in adolescent pregnancy and in the personality of the pregnant adolescent.

#### Mental deficiency

According to Liben (1969), the factor most widely hypothesized in adolescent pregnancy before the 1930's, was mental deficiency in the subjects. Lowe (1927) was one of the first to experiment with this postulate. Her study confirmed the fact that adolescents pregnant out-of-wedlock were indeed feeble-minded.

Mental deficiency continued to be matter for specific investigation with unwed pregnant adolescents until 1956 when Pearson and Amacher in Intelligence test results and observations of personality disorder among 3,594 unwed mothers in Minnesota, finally concluded that "the distribution of intelligence among unwed mothers in general is a very close approximation of the distribution for women in general" (p. 20).

#### Environmental factors

After the 1930's, ecological and environmental factors were invoked as causes for adolescent pregnancy.

In fact, so strongly were poverty and bad home conditions (such as lack of parental control, quarreling, abuse, and immorality in the parents) equated with adolescent pregnancy in the minds of people, that those who were not members of these lower-class groups considered themselves immune to becoming pregnant out-of-wedlock. It was with a great deal of surprise that middle and upper-class subjects began appearing in samples of pregnant adolescents all across the continent. Clearly then, poverty and unhealthy home conditions, while true for many subjects, as in Schonholz's et al., study (1969), could not be applied to all pregnant adolescents.

#### Psychogenic factors

Clothier (1943), in stating that unmarried motherhood in our culture represents a distorted and unrealistic way out of inner difficulties and is thus comparable to neurotic symptoms and delinquent behavior, set the pace where psychological and psychiatric disturbances held the foreground in subsequent research with pregnant adolescents.

Pursuing this line of thought, Young (1945) turned towards the home situation to investigate the possibility of psychogenic factors which would validate the hypothesis of mental perturbation in pregnant adolescents. From an extensive study with one hundred subjects, Young in Personality patterns in unmarried mothers (1945), concluded that the

fundamental background factor present in her sample was domination in the home by one parent (36% by the mother, and 15% by the father). She goes on to say that the unmarried mother, without exception "was overly dependent upon her mother and both resented and embraced that tendency" (p. 84).

Without mentioning how she arrived at her findings, Young (1945) also concluded that "all these girls had fundamental problems in their relationships with other people" (p. 301), and that "there is nothing haphazard or accidental in the causation that brought about this specific situation with these specific girls" (p. 296).

Connell and Jacobson (1971) also suggested from their study of forty-eight pregnant adolescents, that poor inter-family relations were a major factor in these girls' histories, and Littner (1956) equally mentioned that the state of pregnancy gratified the girls' dependency needs.

Many other researchers found that psychopathology was a common factor with pregnant adolescents. A few of these studies follow.

Kasanin and Handschin in Psychodynamic factors in illegitimacy (1941), suggested from a study of sixteen subjects "that these pregnancies represent hysterical dissociation states in which the girls act out their incest phantasies

as an expression of the Oedipus situation"(p. 83).

Loesch et al., in Some specific areas of conflicts observed during pregnancy: a comparative study of married and unmarried pregnant women (1962) found that "pregnancy frequently seems to occur subsequent to object loss" (p.625). They observed that object losses such as death of a parent or separation from parents, boyfriends or other significant persons, or the loss of a job or a position, were common factors just before conception in the lives of the women they studied.

Kravitz et al., in Unwed mothers (1966) conducted an extensive study of eighty-three subjects. They advanced that the emphasis should be shifted "to the psychic economic balance between the instinctual drives and motivations on one hand, and the ego control on the other hand" (p. 461).

They found that adolescent pregnancy occurred primarily as a result of the subject's deficient ego control in the presence of sexual drive, ego control meaning "the capacity to plan, to foresee the consequences of actions, to adequately test reality, to take responsibility for one's action and to take sufficient precautionary measures" (p.462). They suggested early emotional deprivation, broken homes, lack of control on the part of the parents, absence of one or both parents, double-bind relationships, and impoverished object relations as causes of deficient ego control.

Deficient ego functioning was also the common factor drawn from two hundred subjects interviewed by Friedman, in Unwed motherhood: a continuing problem (1972). The ego is "that part of the personality which mediates between instincts and reality and which is aware, remembers, plans, acts and avoids" (p.119).

Babikian and Goldman (1971) also concluded from their findings that their subjects lacked adequate ego and super ego structures.

Contrarily, Kinch et al., in Some aspects of pediatric illegitimacy (1969) concluded that pregnant adolescents were not psychopathological cripples. In a study of one hundred and forty-nine pregnant adolescents, they found that "these young patients are not pathologically, emotionally or psychiatrically disturbed" (p. 28).

They even suggested that "the fascinating pastime of probing into the emotional background of these young people... may be an example of the 'self-fulfilling prophecy' " (p. 29). In other words, if one sees adolescent pregnancy as a symptom of pathology, one is likely to interpret the pregnant adolescent's behavior in pathological terms. In this way one contributes to the very disturbance one tries to avoid.

One must not forget, as Deutsch in The psychology

of women: a psychoanalytic interpretation (1945) stated that "conception is followed by a tremendous upheaval in the female organism as a whole" (p. 126). He raised the question, is the unwed mother really different from that of the married mother? By means of clinical illustrations, Deutsch described symptoms of pathology in many pregnant, married women that were often presented as peculiar to unwed mothers only. Implicit in his findings is that the unwed mother does not differ from the pregnant, married woman.

In answer to to the unspoken opinion that illegitimate pregnancy was necessarily deleterious in itself, Barglow et al., (1968) believed that for certain individuals in their study group the pregnancy, far from being the beginning of a downhill spiral, was an important factor leading to an increased depth of understanding between the pregnant adolescent and her family of origin. They added that, for their sample of seventy-eight pregnant girls between the ages of eleven and sixteen, they found it impossible to apply psychiatric diagnosis to their patients' difficulties and could not even determine whether these girls were emotionally disturbed.

Following this line of reflection, von Der Ahe, in The unwed teen-age mother (1969), while not ignoring certain factors such as broken homes and inadequate supervision by the parents, remarked from his study of one hundred and fifty

pregnant adolescents, that the great majority of these girls were perfectly normal healthy girls and "their pregnancy resulted because they are deeply emotionally involved with the boy and this is interpreted as being in love" (p. 284).

Commenting on von Der Ahe's study, Dr. Charles Kimball added "they have reacted in a perfectly normal way to their innate biological feelings of need for intimate physical contact and procreative activity" (p. 286).

Munt, in Some social implications of teenage out-of-wedlock pregnancy (1967) summarized the situation when she said

the old generalizations about poverty, neglect, and low social status as causes of illegitimacy no longer are adequate. Neither can we conclude that any out-of-wedlock pregnancy must be due to some deep-seated emotional problem, although it would be comforting to think so (p.41).

### Developmental factors

While some researchers investigated psychogenic factors as possible keys to understanding the personality of the pregnant adolescent, others postulated that the age of the pregnant subjects was related to particular behavior patterns in the subject within her family. Liben's (1969) study is an example of this. She observed that the youngest pregnant girls (under fifteen years) demonstrated severe primary predisposing factors which she defined as very

unstable family situations, (such as their mothers' chaotic marital and sexual patterns which had become models for the girls). With the older girls, (sixteen to twenty years) as the primary predisposing factors diminished, the secondary predisposing factors increased. These included the parental relationship, the subject's relationship to the members of her family, and early narcissistic injury. Young women of twenty to twenty-four years showed mostly what Liben calls precipitating factors: object losses, narcissistic injuries, intolerable home situations, and/or identity problems. With her oldest group (twenty to thirty-six years), exciting factors such as the availability of the partner and early sexual stimulation seemed to be the predominating pattern.

Hatcher, in The adolescent experience of pregnancy and abortion: a developmental analysis (1973) also advanced that developmental factors had a bearing on illegitimate pregnancy in young girls. She observed that "chronological age and developmental age are not necessarily related in adolescence" (p. 64). She added that the three stages of adolescence (young, middle and late) were also independent of demography and personality style. From her study of thirteen subjects, she concluded that the young adolescents (young as determined by her scale) became pregnant because they lacked information about pregnancy, acted out of a desire to get attention from their mothers, or because they experienced sexual identity confusion. With the middle



adolescents (again as calculated by her scale), the central dynamic was involvement in a reactivated oedipal relationship. Whereas with the late adolescents the illegitimate pregnancy was utilized to obtain increased affection and commitment from their boyfriends.

### Sociological factors

In the 1960's, yet another concept was postulated as bearing on adolescent pregnancy. This time, sociological factors were investigated. Vincent (1962) especially brought out the incompatibility that existed between society's attitude to illicit coition which was a part of the "fun morality" it condoned, and its result, an illicit pregnancy, which it censured.

Waters' (1969) study appeared to call society's approach in question. He advanced what he called a syndrome of failure: that pregnant adolescents were failures socially, vocationally, educationally, psychologically and medically. Were these girls really failures or had society failed to deal with them constructively?

A review of the literature has shown that attempts to find causative factors for adolescent pregnancy and to determine the girl's personality have thus far resulted in producing an imposing list of suppositions. None of the concepts postulated (mental deficiency, environmental factors, psycho-

pathology, or sociological factors) can be related to all pregnant adolescents. Clearly then, the complexity of human behavior and the influence of possible contributory factors create the necessity for research to be more specific in its approach to qualify the personality of the pregnant adolescent.

## Chapter II

### Procedure

This research permits one to attain two objectives: the usefulness of the data obtained by means of the Terci, and the influence of age and pregnancy on the personality of pregnant adolescents as compared to a peer group of girls who are not pregnant.

### The population

In order to explore the influence of age and pregnancy on interpersonal aspects of personality, a sample of 65 pregnant, French-speaking girls (U) between the ages of 13 and 22, from unwed mothers' homes in two large Quebec cities, was tested. From local secondary schools and colleges, a peer group sample (P) of 66 girls was obtained. The total sample was possible only because it was available. No attempt was made to equalize the number of subjects of each age within each group especially as some subjects had to be eliminated during the statistical processing of the data because of invalidating test answers. The intergroup age levels for the sample were formed as follows:

- early adolescence, 13 to 15 years;
- middle adolescence, 16 to 19 years;
- late adolescence, 20 to 22 years.

### The independent variables

Liben (1969) and Hatcher (1973) found that age was an important factor in each of their respective studies with pregnant adolescents. It is not unreasonable to expect that age, speaking from a purely developmental point in view, influences the personality. For this reason, the factor age has been retained as an important variable in this study; it will be of interest to explore its effect within an interpersonal relationship design.

The preceeding review of literature suggests very strongly that adolescent pregnancy is indicative of some sort of anomaly or pathology. Deutsch (1945) on the other hand suggests that many symptoms of pathology, often presented as particular to the adolescents pregnant out-of-wedlock are, in fact, present in many pregnant married women. The factor pregnancy then has been retained for this investigation in order to measure if it is related to differences in the personality of the adolescent in any significant way.

### The dependent variables

The following variables will be used in this investigation: the subject's perception of the role she attributes to herself and others, her perception of each person's character, the nature of her relationships with the others and the inherent cost, what affect the relationship with the partner

has upon her in terms of satisfaction, dependence, and her attitude towards change within the relationship with the partner. Each of these variables will be elaborated upon in the description of the Terci.

### The Terci

This study is concerned with interpersonal aspects of personality; that is to say, by taking inventory of a person's interpersonal behavior, one may infer certain personality characteristics to that person. Leary (1956) was one of the many researchers to study interpersonal behavior as a theory of personality. In order to measure Leary's concept, Laforge and Suczek (1955) developed a checklist by means of which one can establish from the responses a subject gives, the roles this subject designates to herself as well as to others in terms of dominance and affiliation traits.

Hould (1976) inspired by this model and by Carson's (1969) subsequent work on interpersonal concepts, created a checklist for a French-speaking population. The checklist is called the Terci (see Appendix A). It permits one to inventory a subject's perception of herself, her partner, her father and her mother in terms of dominance-submission and affiliation-hostility. From this, one can determine each person's role, character and the quality of the relationships formed by the subject with the partner or boyfriend, with the father and with the mother, and between the father and mother. The

inherent cost of each relationship can then be obtained, as well as an index of the degree of satisfaction a subject feels within her relationship with the partner or boyfriend. One can also determine a subject's degree of dependence upon the relationship and her attitude towards any change necessary on her part in order to maintain the relationship.

The Terci, as with other tests of interpersonal relationships, cannot possess the objectivity and precision of measurements used in exact sciences (Cronbach, 1960). However, the Terci has the advantage of supplying us with descriptions of behavior which can be operationalized, and for this reason the Terci is a very useful instrument in providing us with information as to interpersonal aspects of personality.

The Terci has a construct validity of .76 and a reliability test-retest, of .85 for dominance and .90 for affiliation (Hould, 1976).

The Terci was administered collectively to each of the two groups of subjects. The term partner was redefined for the peer group to be a boyfriend that the subject had frequented for a period of not less than three months.

#### Perception of roles and character

A first operation with the Terci data provides one with the subject's perception of the role she designates to herself (S), the partner or boyfriend (P), the father (F),

and the mother (M), in terms of dominance and affiliation. A role is defined in this study, in terms of the degree of dominance and affiliation that a subject attributes to another. Role corresponds to the mean for each group plotted on the respective dominance-submission and affiliation-hostility Cartesian coordinates of the Terci (see Figure 1). The point of intersection of the axes represents neutrality on each dimension.

Primary processing of the data also supplies information about the diversity and flexibility of each person's repertory of behavior within a role, and the intensity with which the behavior is exercised. This is called the character of the person described and is represented by the distance between the center and the point designating the role (see Figure 1). It is calculated as follows:

$$Car = \sqrt{Dom^2 + Aff^2}$$

#### Perception of relationship and inherent cost

Watzlawick, Beavin, and Jackson (1972) maintained that a relationship between two people was either complementary or symmetrical. Hould's (1976) research with the Terci permits one to explore the complementarity or symmetry of the interpersonal relationships that exist in the mind of the subject between the subject-partner (S-P), the subject-father (S-F), the subject-mother (S-M), and the father-mother (F-M).



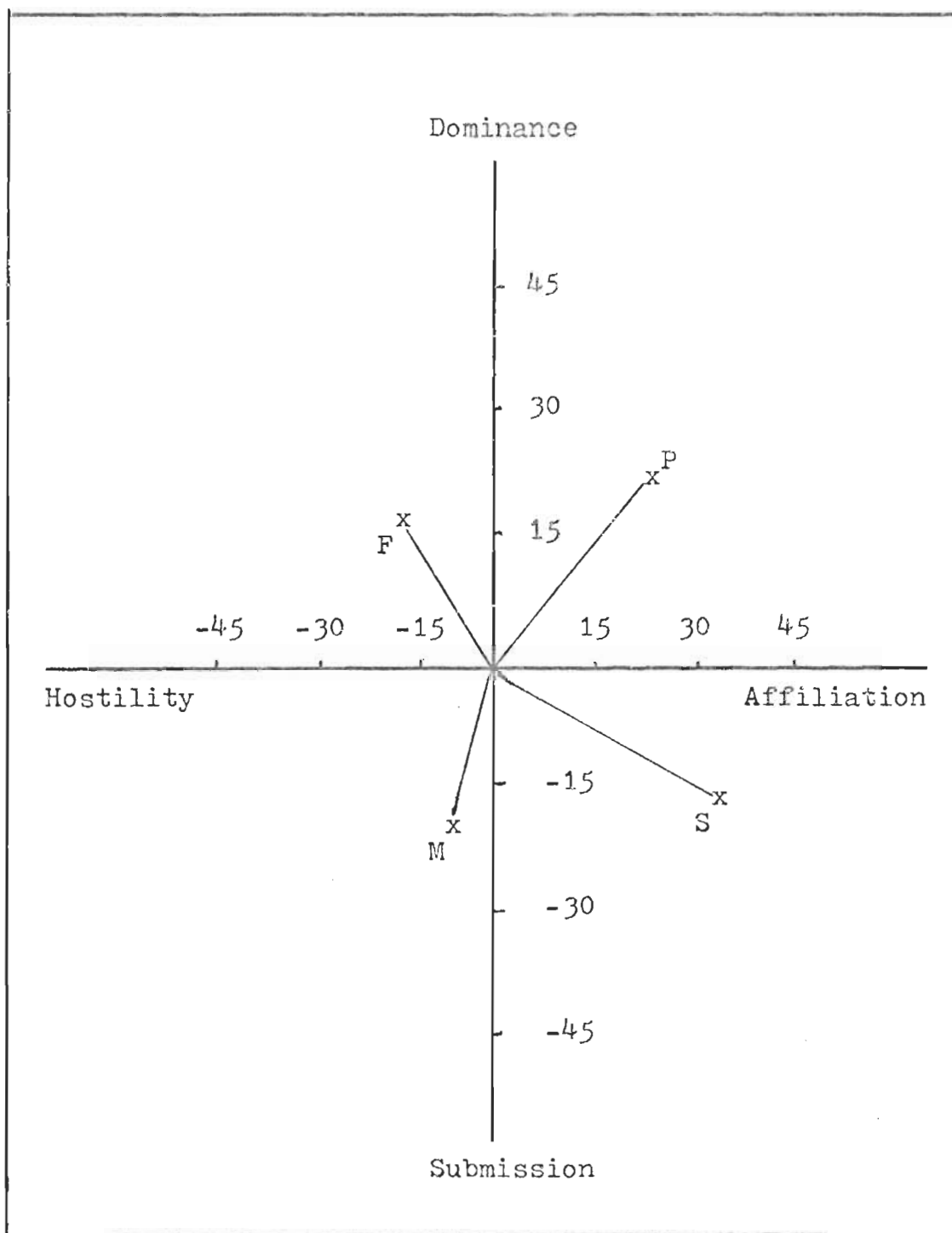


Fig. 1 - Cartesian coordinates illustrating role and character of the persons described by the Terci.

The complementarity and symmetry of a relationship is expressed in terms of dominance and affiliation. Complementarity exists when the behavior of A raises the opposite behavior in B. Operationally, complementarity is the negative result of A's dominance or affiliation score multiplied by B's dominance or affiliation score. A symmetric relationship is one wherein A's and B's behaviors are the same and it corresponds to a positive result from the same calculations.

Cartesian coordinates are used to illustrate the nature of the relationship. The middle point indicates a perfect balance between complementarity and symmetry. The upper, vertical axis, at its extremity, represents the strongest symmetry in relation to dominance, whereas the extreme point on the lower, vertical axis, again in terms of dominance, represents the strongest complementarity. The strongest symmetric affiliation is represented by the extreme point on the right horizontal axis, whereas the extreme point on the left horizontal axis corresponds to the strongest complementary affiliation (see Figure 2). The intensity of the couple's characteristic behavior is translated in terms of absolute scores.

Carson (1969) exposed Thibaut's and Kelley's (1959) theory of cost to an individual in a relationship. A good relationship, whether complementary or symmetric, is characterized by an absence of malaise. Tension arises when a

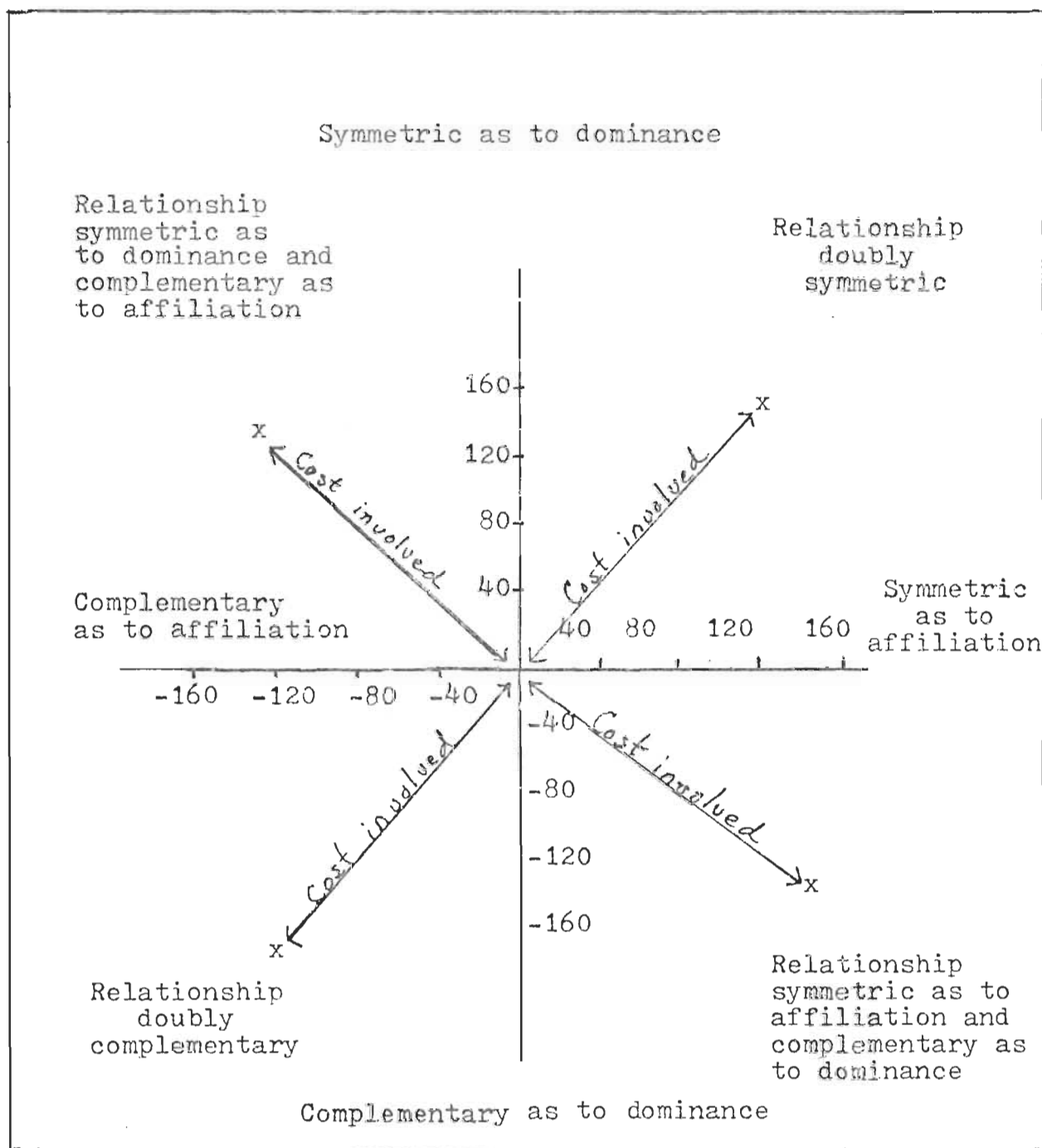


Fig. 2 - Cartesian coordinates illustrating the complementarity or symmetry of the S-P, S-F, S-M, F-M relationships and their inherent cost as described by the Terzi (Hould, R., 1977).

complementary or symmetric relationship becomes extreme, and this tension implies a cost for the person who experiences the relationship (Carson, 1969). In the Terci, cost is proportional to the distance from the center and is obtained by calculating the mean of the hypotenuses of all of the individual triangles whose height is the degree of complementarity or symmetry on the dominance axis and whose base is the degree of complementarity or symmetry on the affiliation axis (see Figure 2).

By means of the Terci, then, the relationships formed by the subject with the partner, with the father, with the mother, and the father with the mother, will be examined in view of their complementarity, symmetry and cost.

#### Perception of affects and attitude towards change

The degree or intensity of cost tells how a subject feels in the relationship that is to say, whether the subject is satisfied or dissatisfied with the relationship, and if she is dependent upon, or independent of, the relationship. In order to reach an index of satisfaction and dependence, the cost must be compared with an exterior criterion and an alternative situation (Carson, 1969). This operation is inspired by Thibaut's and Kelley's work on evaluating the outcomes of cost and reward (1959). To calculate the index of satisfaction with the Terci, the exterior criterion is said to be the parental relationship (Hould, 1977). The index of

satisfaction then, is the cost of the father-mother relationship minus the cost of the subject-partner relationship:

$$\text{Sat} = (\text{Cost F-M}) - (\text{Cost S-P}).$$

A positive result corresponds to satisfaction and a negative result indicates dissatisfaction on the part of the subject.

The degree of dependence is obtained by opposing the cost of the subject-partner relationship with an alternative situation: the cost of the subject-father relationship plus the subject-mother relationship (Hould, 1977). Thus,

$$\text{Dep} = \left( \frac{(\text{Cost S-F}) + (\text{Cost S-M})}{2} \right) - (\text{Cost S-P}).$$

A positive result indicates dependence, whereas a negative result qualifies the subject as independent.

These results are transposed on Cartesian coordinates (see Figure 3). The upper pole of the vertical axis corresponds to satisfaction, the lower pole to dissatisfaction. The right and left horizontal poles represent dependence and independence respectively.

Having obtained the indexes of satisfaction and dependence, the Terci permits one to calculate the subject's attitude towards change in regard to her relationship with the partner. Figure 3 illustrates this concept. The vertical axis corresponds to openness towards change, whereas the

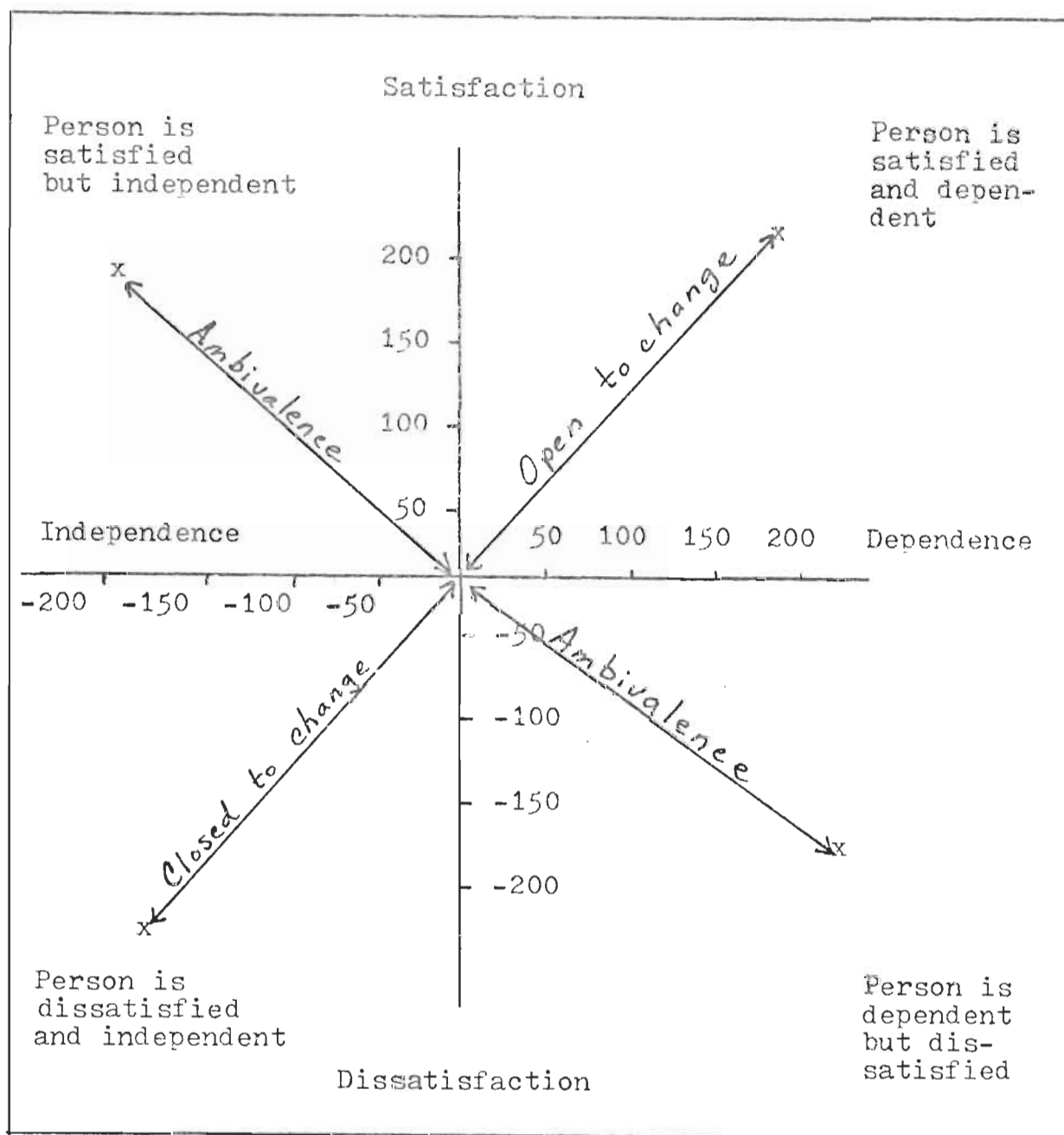


Fig. 3 - Cartesian coordinates illustrating the indexes of satisfaction, dependence, and attitude towards change (Hould, R., 1977).

horizontal axis corresponds to a closed attitude. According to the rationale of the test, one may say that a subject who is satisfied and dependent is very open to a change in attitude in order to maintain her existing relationship. A dissatisfied independent subject on the other hand, is very much closed and unyielding to change. The satisfied, independent subject, as well as the dissatisfied, dependent subject are ambivalent in their attitude towards change.

The attitude towards change is calculated:

$$\text{Change} = \frac{\text{Sat.} + \text{Dep.}}{\sqrt{2}}$$

The intensity or the quality of being open, closed, or ambivalent to change corresponds to the length of the perpendicular line drawn from the diagonal line which joins the two points previously determined for satisfaction and dependence (Hould, 1977).

#### The analysis and statistical analysis

In view of the fact that the independent variables (age and pregnancy) cannot be controlled or manipulated, the author proposes an ex post facto research as described by Kerlinger (1973). The retrospective nature of the study is such that cause and effect cannot be established. However, the advantage of this type of research is that its controlled inquiry permits one to explore an area which would otherwise

be impossible to experiment.

The results for the pregnant adolescent group (U) and the peer group (P) were submitted to a 2x3 analysis of variance to test for significant differences between groups for each variable.

A t test was applied as well, to establish if any significant difference existed between the different variables.

The test of significance for the analysis was set at .10 level because this study is an exploratory research.



### Chapter III

#### Presentation of results

In this chapter, the results for the 27 variables used will be presented. Special attention will be given to those significant relationships established in this study between the variables of the Terci, the age of the subjects, and whether the girls are pregnant or not. The significant findings will be illustrated by figures showing the distribution of the group means about the overall mean of the groups. The interested reader is referred to the specific Appendices for a breakdown of all the variables tested.

#### Perception of roles and character

It is to be recalled that a tabulation of the interpersonal behavior attributed to self and to another by the person examined, enables one to determine the role and character of that person. A role is defined in this study in terms of the degree of dominance and affiliation that the subject attributes to others; the character is defined in terms of diversity of behavior and the intensity or rigidity by which it is exercised.

#### Self role and character

Keeping in mind the Cartesian model used to illustrate the role and character (see Figure 1), the rationale of the Terci states that the positive pole of the dominance axis

represents the type of person who is competitive, organized, and able to take others in charge. The negative pole, on the other hand, is indicative of the type of person who is suspicious, incompetent, docile and submissive. In this study, no relation was found to exist between the degree of dominance that the subjects attributed to themselves, their age, their pregnancy, or the interaction of the two together.

On the affiliation axis, the positive pole indicates an attitude of conformity, submissiveness, and the ability to take others in charge. Contrarily, the negative pole corresponds to a tendency to be different from others, suspicious and overbearing. Taken separately, neither age nor pregnancy creates a significant difference on the affiliation axis.

However, if one considers age and pregnancy together, one observes an asymmetric interaction (see Figure 4). In other words, the three age levels within the peer group show practically the same degree of affiliation as those presented by the pregnant adolescent group, with the exception of the youngest pregnant adolescent. These young girls see themselves as occupying a less amiable role than the whole peer group and the older pregnant adolescents.

No significant difference exists between groups with the variable, self character.

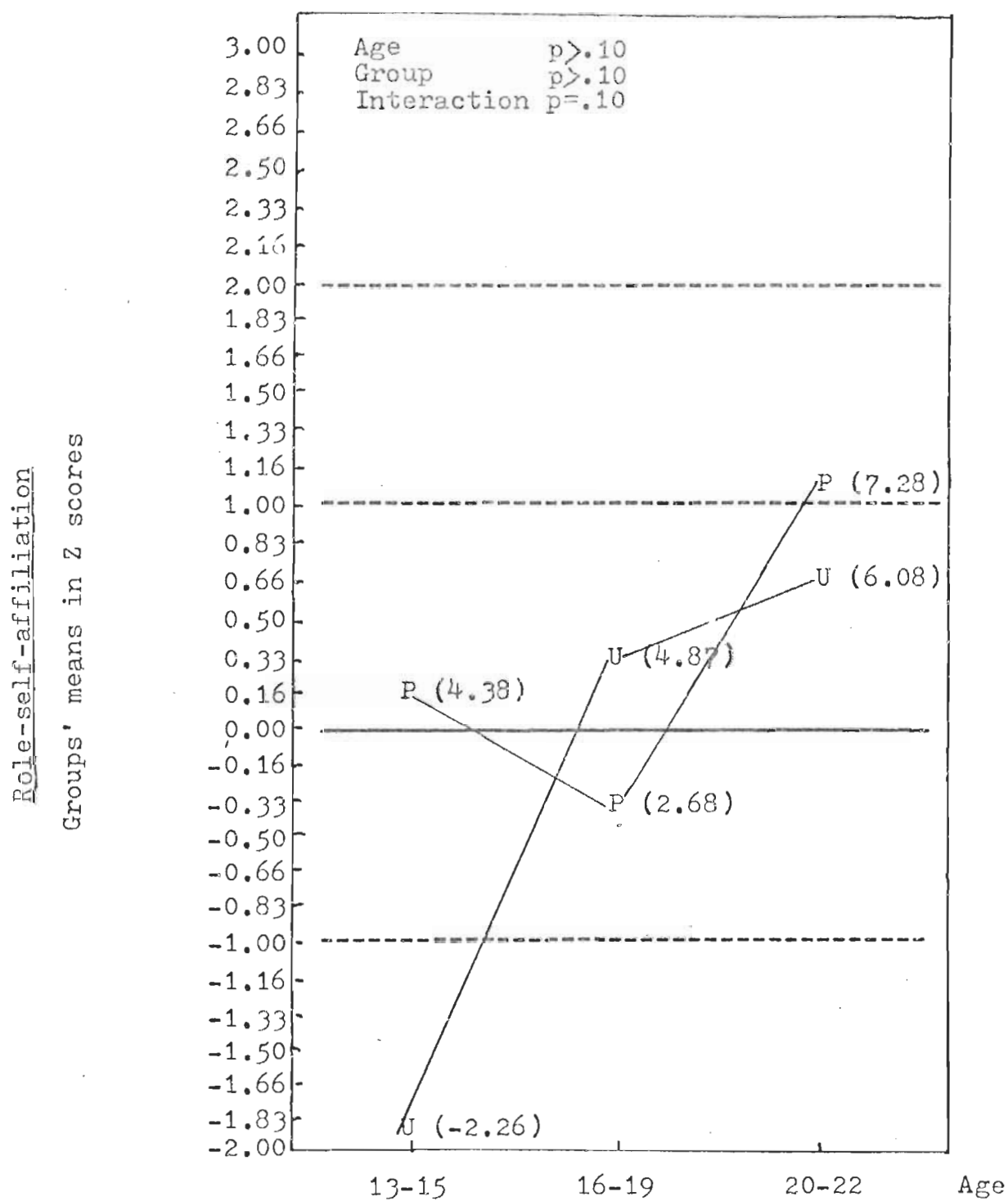


Fig. 4 - Distribution of group means about the overall mean of the groups for role-self-affiliation.

### Partner role and character

No significant difference was observed for the partner's dominance and partner's character variables due to age, group or interaction.

As to the partner's affiliation, the pregnant adolescent group attributes more hostility to the father of the child than the peer group does to the boyfriend ( $p < .05$ ). However, this affirmation does not apply to the youngest pregnant girls. These girls see their partners as tender and loving, whereas the older pregnant girls do not (see Figure 5). Unfortunately, the small number of subjects in this group ( $N=7$ ) does not permit the author to conclude that the interaction of age and pregnancy influences the degree of affiliation perceived in the partner.

### Father role and character

The father's role differs significantly between groups due to the effect of the interaction for the dominance variable (see Figure 6). All the pregnant adolescents see the father as dominant and hostile. The peer group does not see the father as hostile and the attribution of dominance traits to the father diminishes the older the subjects are.

However, this statement does not apply to the father's affiliation and character variables. All the girls whether pregnant or not, and at all age levels, have similar perceptions of the father character and affiliation traits.

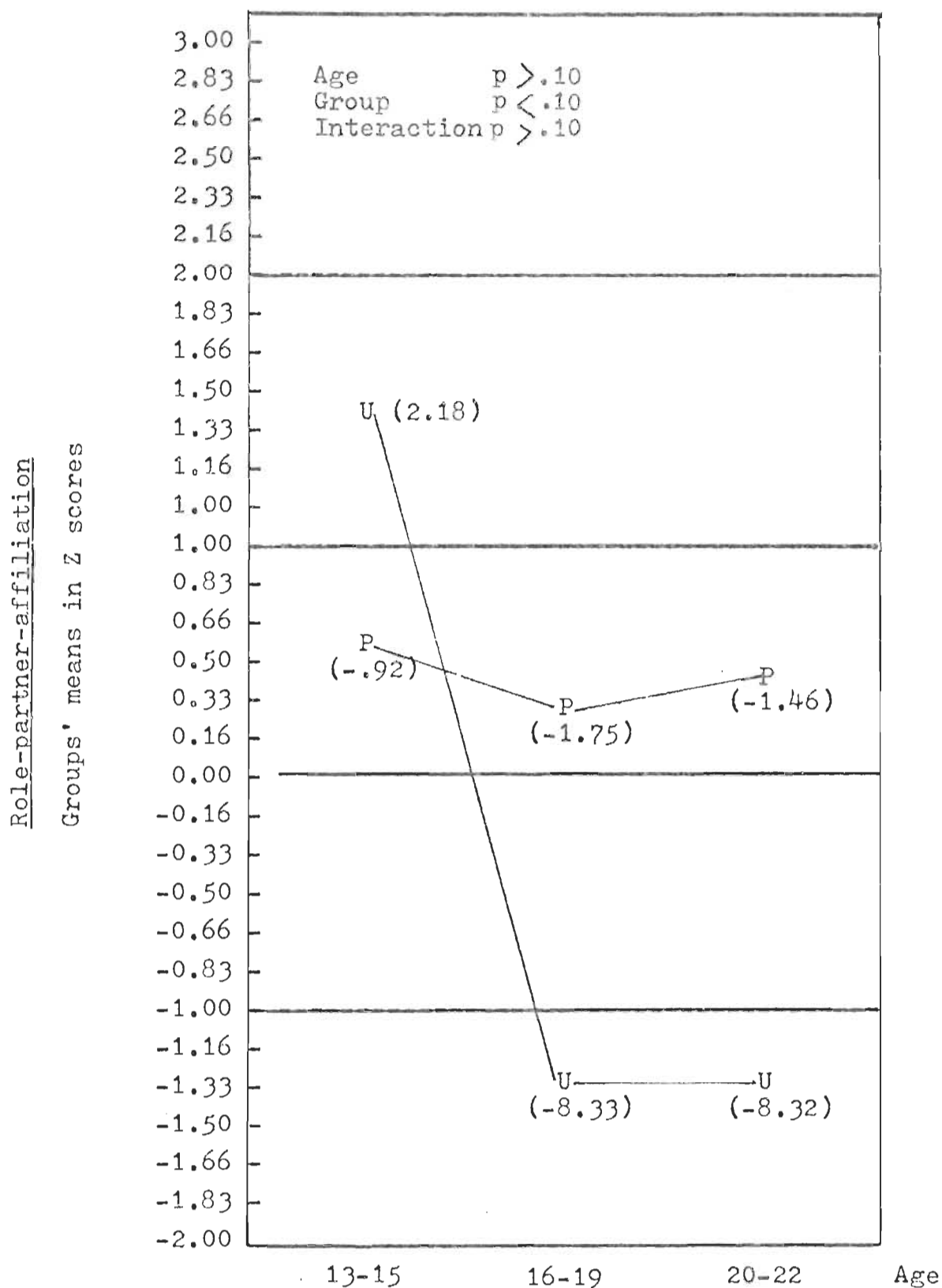


Fig. 5 - Distribution of group means about the overall mean of the groups for role-partner-affiliation.

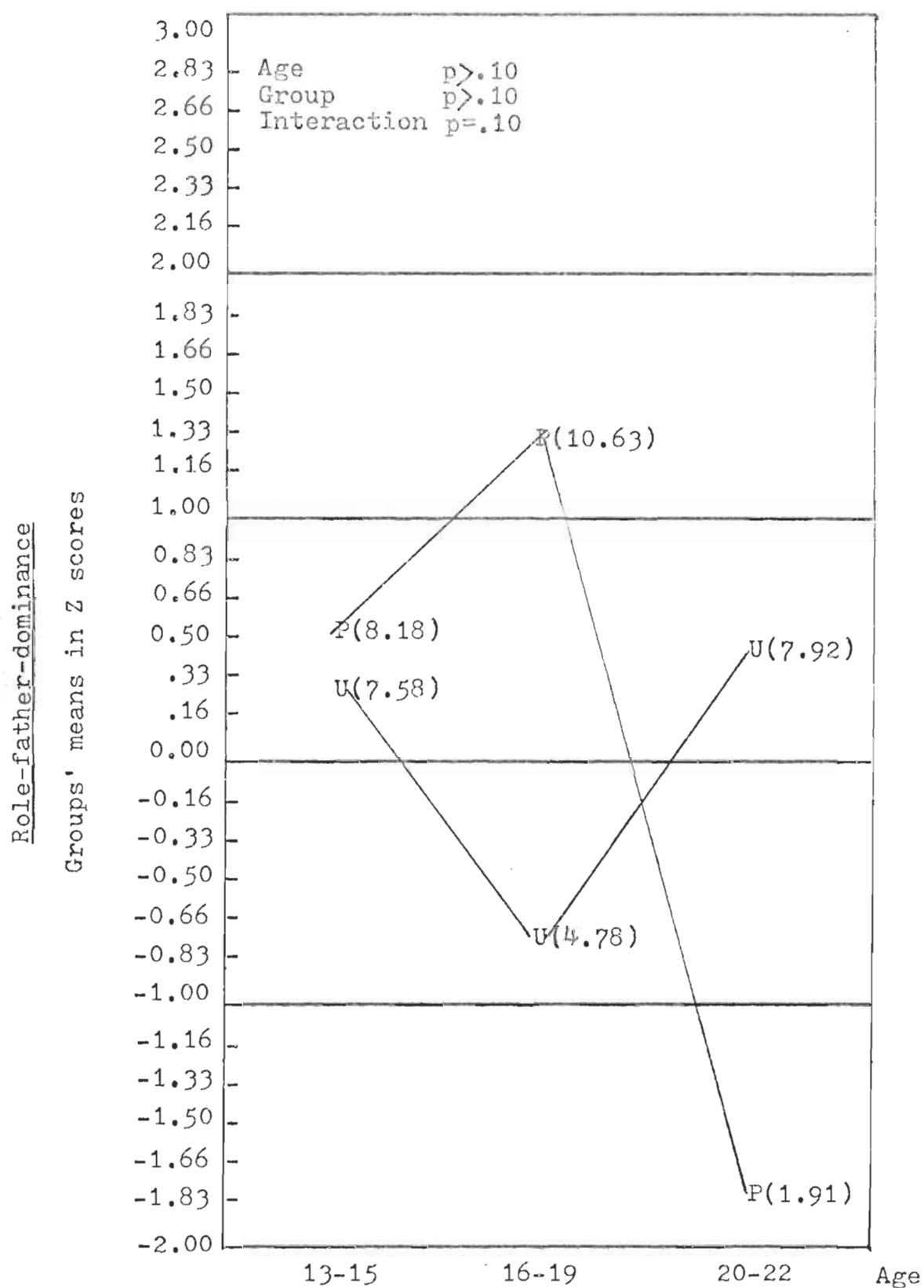


Fig. 6 - Distribution of group means about the over-all mean of the groups for role-father-dominance.

### Mother role and character

The perception of the mother, as to dominance and affiliation, does not differ according to age, group or interaction of age-group within our sample. However, age creates a significant difference for the mother character variable (see Figure 7). In other words, the age of pregnant adolescents influences their perception of the mother character differently than it does for the peer group. It is the oldest pregnant girls who perceive the mother character as strong, whereas the youngest girls who are not pregnant see the mother character as less pronounced. The means of the middle adolescent girls who are pregnant, and those who are not, are very similar, indicating that both groups perceive the mother character in the same way.

Tables for analysis of variance for role and character variables are found in Appendix B; profiles of roles on the axes of the Terci are in Appendix C.

Summarily, the results of the statistical analysis for each person's role and character, lead to the following observations.

The youngest pregnant girls see themselves as more hostile ( $M = -2.3$ ) than the peer group ( $M = 4.4$ ;  $F_{5,125} = 1.56$ ;  $p = .10$ ) due to the interaction of age and pregnancy together.



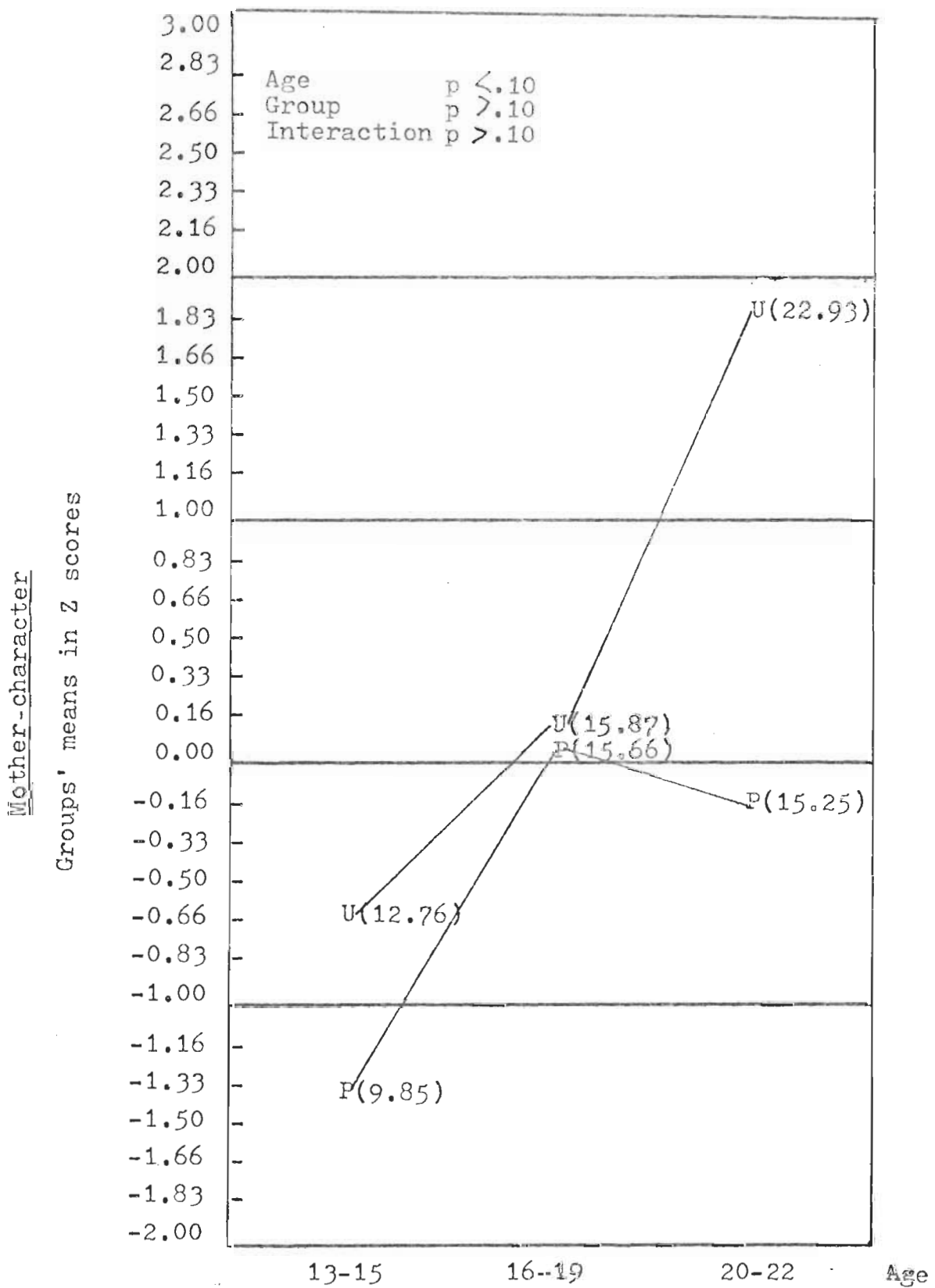


Fig. 7 - Distribution of group means about the overall mean of the group for mother-character.

As well, the pregnancy factor influences the pregnant adolescent's attribution of more hostility to the partner ( $M = 1.5$ ;  $F_{5,125} = 2.40$ ;  $p < .10$ ).

The pregnant adolescent also attributes more hostility to the father ( $M = 5.6$ ) because of the interaction of age and pregnancy, than does the peer group ( $M = 8.25$ ;  $F_{5,125} = 1.58$ ;  $p = .10$ ).

Age influences the pregnant adolescent's perception of the mother character ( $M = 16.5$ ) as compared to her peers ( $M = 14.0$ ;  $F_{1,125} = 2.27$ ;  $p < .10$ ).

In addition, the results plotted on the axes of the Terci indicate that both the pregnant girls and those who are not, see themselves as exaggerated versions of the mother; they also see the partner or the boyfriend as being similar to the father.

Figure 8 illustrates a summary of all these findings.

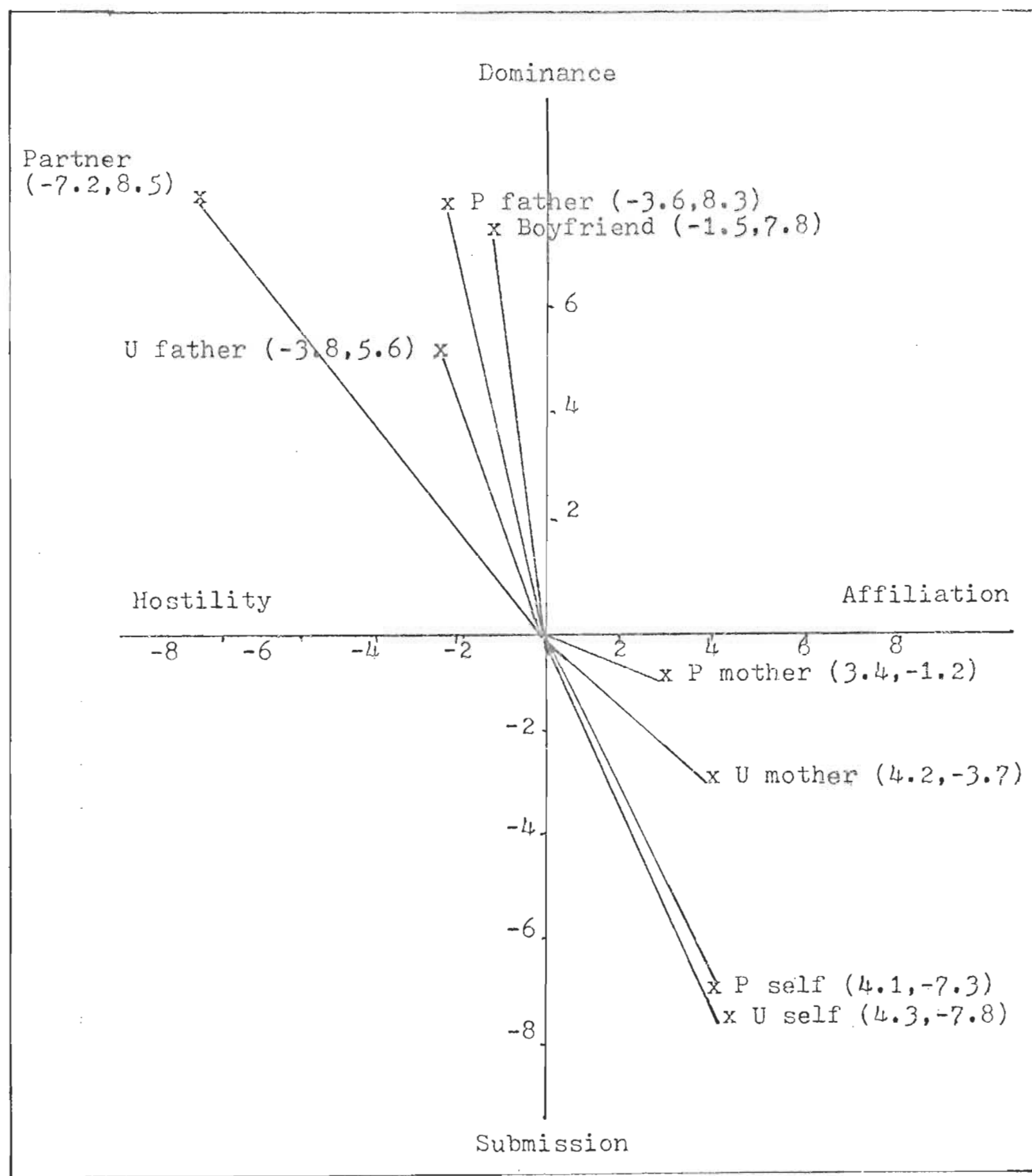


Fig. 8 - A summary of role and character findings on the axes of the Tercy.

### Perception of relationships and inherent cost

From the data, it is possible to explore the nature and cost of the relationships that a subject has with a boyfriend or partner, father, and mother, as well as of the one that exists between father and mother.

#### Subject-partner relationship

No significant differences exist between groups as to dominance and cost variables. In fact, all age levels of both groups perceive the partner as dominant ( $M = 8.15, \sigma = 12.42$ ) and themselves as submissive ( $M = -7.54, \sigma = 10.01$ ); ( $t = 8.20, p < .01$ ). The subject-partner relationship then, is qualified as complementary as to dominance; the cost of the relationship is related to its complementary nature particularly because of the dominance aspect.

One may observe that it is also complementary as concerns affiliation because all the subjects attribute hostility to their partners ( $M = -4.31, \sigma = 12.46$ ) while they see themselves as loving and amiable ( $M = 4.16, \sigma = 8.47$ ); ( $t = 4.79, p < .01$ ).

#### Subject-father relationship

All age levels of both groups, except for the 20 to 22-year-old peer group, qualify the relationship with the father as complementary as to dominance. In spite of the fact that the late peer group perceives a balance

between the complementary and symmetric aspects of its relationship with the father, the age and pregnancy factors do not constitute any significant difference between groups here. In general, the subjects represent themselves as submissive ( $M = -7.54, \sigma = 10.01$ ) and qualify the father as dominant ( $M = 6.90, \sigma = 11.79$ ); ( $t = 7.54, p < .01$ ).

The subject-father relationship is also complementary as regards affiliation for both groups, at all age levels without exception. The father is seen as predominantly hostile ( $M = -3.72, \sigma = 13.19$ ), whereas the subjects see themselves as loving ( $M = 4.16, \sigma = 8.47$ ), ( $t = 4.14, p < .01$ ).

Age and group differences together with the interaction did not contribute significantly to the total variances as to cost for the subject-father relationship.

#### Subject-mother relationship

No significant difference exists between groups in respect to dominance. The subject-mother relationship is qualified as symmetric, because of the predominantly submissive traits the subjects perceive in themselves and in the mother. In addition, the subjects see themselves as weaker and more docile ( $M = -7.54, \sigma = 10.01$ ) than the mother, ( $M = -2.40, \sigma = 12.18$ ); ( $t = 2.68, p < .01$ ).

With the exception of the 16 to 19-year-old peer group, the subjects of all age levels of both groups have

a symmetric relationship with the mother as regards affiliation. This symmetry results from the mutual tenderness and loving traits that the subjects perceive in themselves ( $M = 4.15, \sigma = 8.47$ ) and in the mother ( $M = 3.84, \sigma = 13.00$ ); ( $t = 5.33, p < .01$ ).

Concerning the cost of the subject-mother relationship, the factors age and interaction create a significant difference between groups (see Figure 9). One may observe that the inherent cost of this relationship increases with the age of the pregnant girls.

#### Father-mother relationship

Both groups, at all age levels, perceive the father as dominant ( $M = 6.90, \sigma = 11.79$ ) and the mother as submissive ( $M = -2.40, \sigma = 12.17$ ); ( $t = 4.47, p < .01$ ), thus creating complementary relationships.

However, pregnant adolescents attribute more dominance to the complementary father-mother relationship due to the effect of interaction than do adolescents who are not pregnant (see Figure 10). This perception is particularly pronounced in the 20 to 22-year-old pregnant adolescent. It is as if the subjects of this group have seen, over the years, the difficulties inherent in a dominant relationship, and their perception of the relationship is reinforced by their pregnancy.

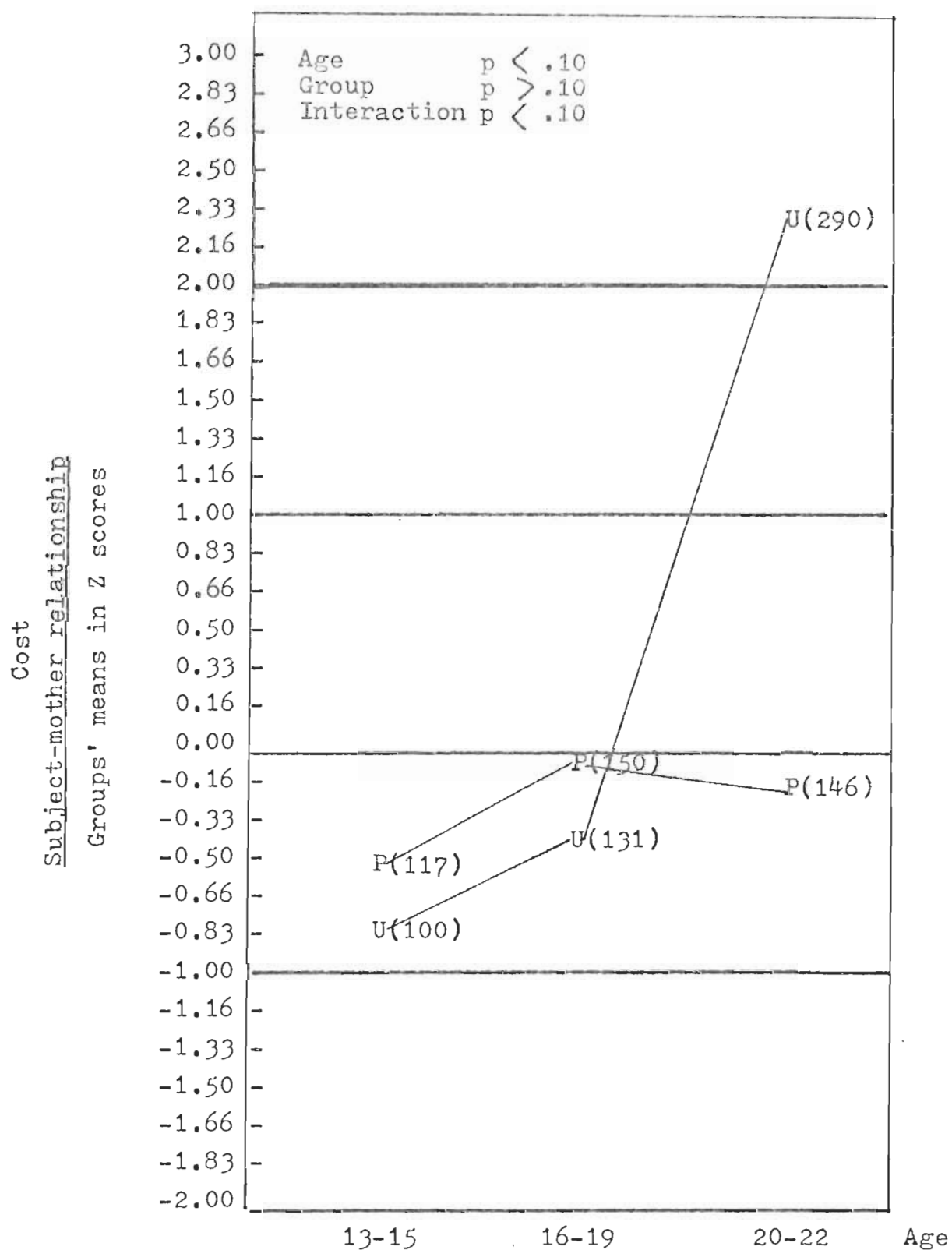


Fig. 9 - Distribution of group means about the overall mean of the groups for cost of subject-mother relationship.

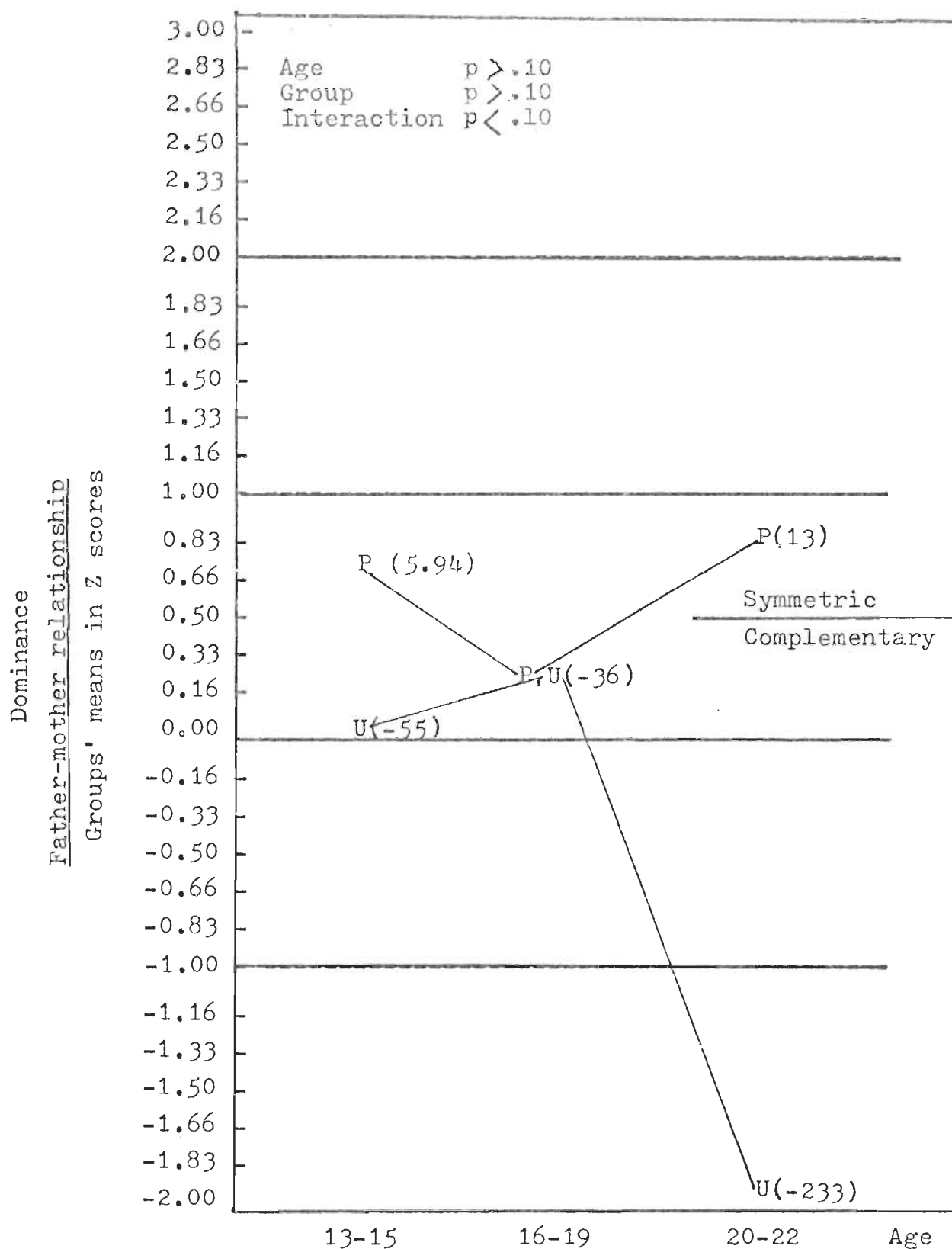


Fig. 10 - Distribution of group means about the overall mean of the groups for dominance-father-mother relationship.



The father-mother relationship is also seen as complementary with respect to affiliation by all subjects. The father is hostile ( $M = -3.72, V = 13.19$ ); the mother is amiable ( $M = 3.84, V = 13.00$ ); ( $t = 3.35, p < .01$ ). The age and group factors do not contribute significantly to the total variance for the relationship with respect to affiliation nor to the cost involved.

Tables for analysis of variance for the relationship variables are found in Appendix D, and the relationship variables on the axes of the Terci are in Appendix E. Analysis of variance for cost variables are presented in Appendix F.

The preceeding results then indicate that no significant difference exists between the pregnant adolescent group and the peer group as regards their ideas of the quality of the 4 relationships; they are the same (see Figure 11).

However, age and interaction influence the cost of the subject-mother relationship, the pregnant adolescent experiencing an increasingly costly relationship with the mother the older she is.

The father-mother relationship is seen as particularly dominance-submission oriented by the pregnant adolescent due to the effect of interaction; adolescents who are not pregnant attribute less dominance traits to the relationship.

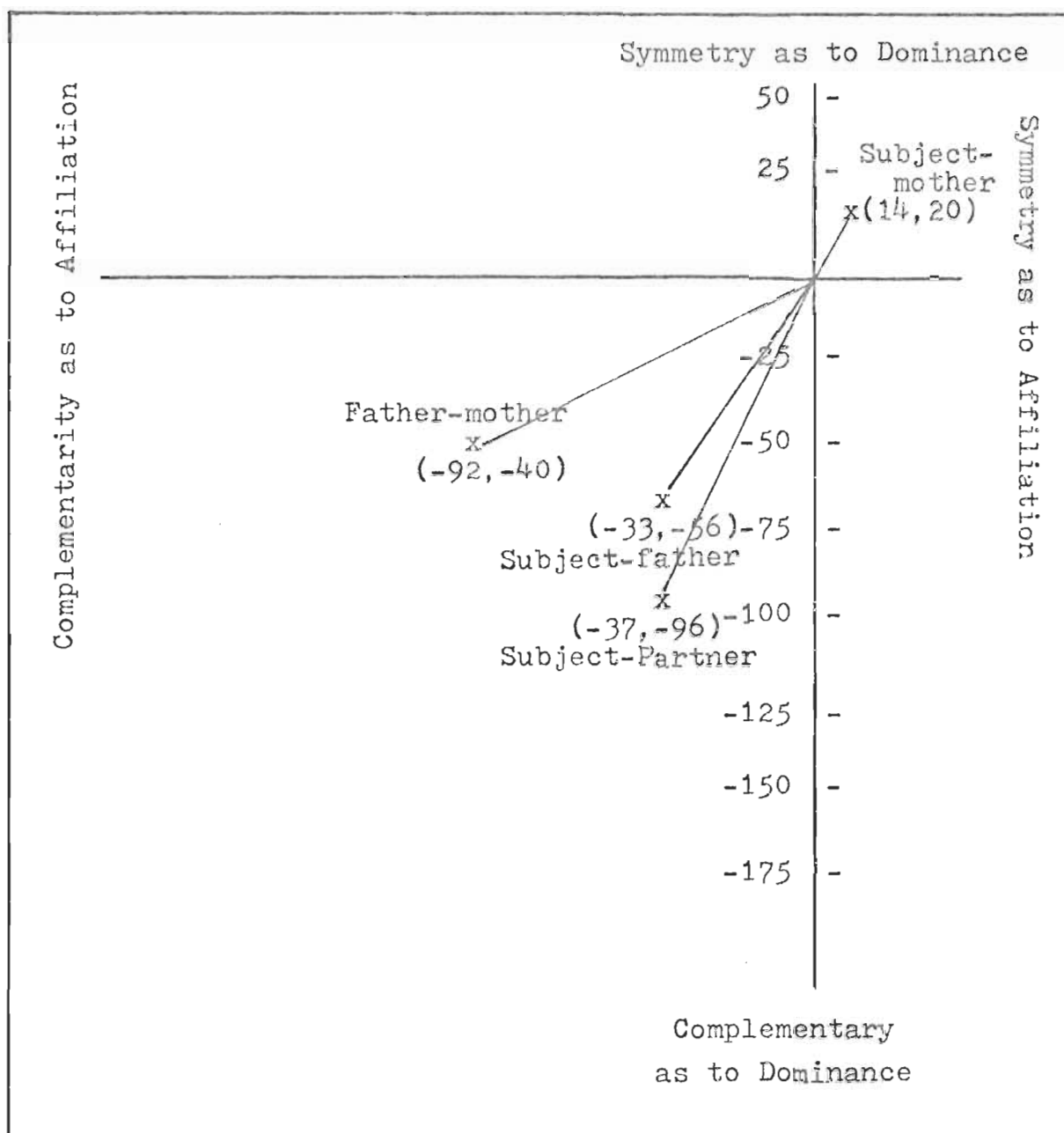


Fig. 11 - A summary of findings for relationships and cost on the axes of the Terzi.

### Perception of the affects and attitude towards change

The index of cost determines, in this study, just how satisfied a subject is in the relationship with the partner, how dependent the subject is upon the relationship, and the subject's attitude towards change; that is to say, whether or not the subject is open, closed, or ambivalent to change in order to maintain the relationship in face of difficulty.

### Satisfaction

Even though an analysis of variance establishes no significant difference between the adolescent who is pregnant and the one who is not, the data indicates that the pregnant adolescent is more satisfied in her relationship with the partner ( $M = 72.00, \sigma^2 = 379.00$ ) than the peer group is ( $M = -12.77, \sigma^2 = 308.03$ ); ( $t = 1.59, p < .10$ ). In other words, the pregnant adolescent, measuring relationship with the partner against the external criteria of the father-mother relationship, perceives the father-mother relationship as more costly ( $M = 234.49, \sigma^2 = 317.85$ ) than her own ( $M = 162.49, \sigma^2 = 220.80$ ); ( $t = 2.14, p < .10$ ); thus she is satisfied.

On the other hand, the peer group's parental relationship is less costly ( $M = 166.79, \sigma^2 = 199.11$ ) as that experienced with the boyfriend ( $M = 179.56, \sigma^2 = 255.53$ ); ( $t = .47, p > .10$ ). So these girls are dissatisfied in the relationship

they have with the boyfriend.

### Dependence

The index of dependence is not related to age, pregnancy, or the interaction factors, nor is there any significant difference between groups. The pregnant adolescent group is independent in its relationship with the partner ( $M = -16.65, \sigma^2 = 172.00$ ) as is the peer group with the boyfriend ( $M = -27.24, \sigma^2 = 199.82$ ); ( $t = .34, p > .10$ ).

In addition, both groups experience just as many difficulties with the partner or boyfriend ( $M = 171, \sigma^2 = 222.49$ ) as they do with the father ( $M = 153.22, \sigma^2 = 157.67$ ); ( $t = .55, p > .10$ ) or with the mother ( $M = 144.98, \sigma^2 = 132.57$ ); ( $t = 1.16, p > .10$ ).

### Attitude towards change

An analysis of variance reveals that neither age, pregnancy, nor the interaction create a significant difference between groups in the attitude of the subject towards change.

One may observe however that the pregnant adolescent shows herself to be more open ( $M = 39.20, \sigma^2 = 364.60$ ) than her peers ( $M = -28.29, \sigma^2 = 343.74$ ) even though the difference between the means is too weak to be significant ( $t = 1.09, p > .10$ ).

Figure 12 summarizes the preceeding findings. The analysis of variance table for the variables satisfaction, dependence, and attitude towards change, are presented in Appendix G.

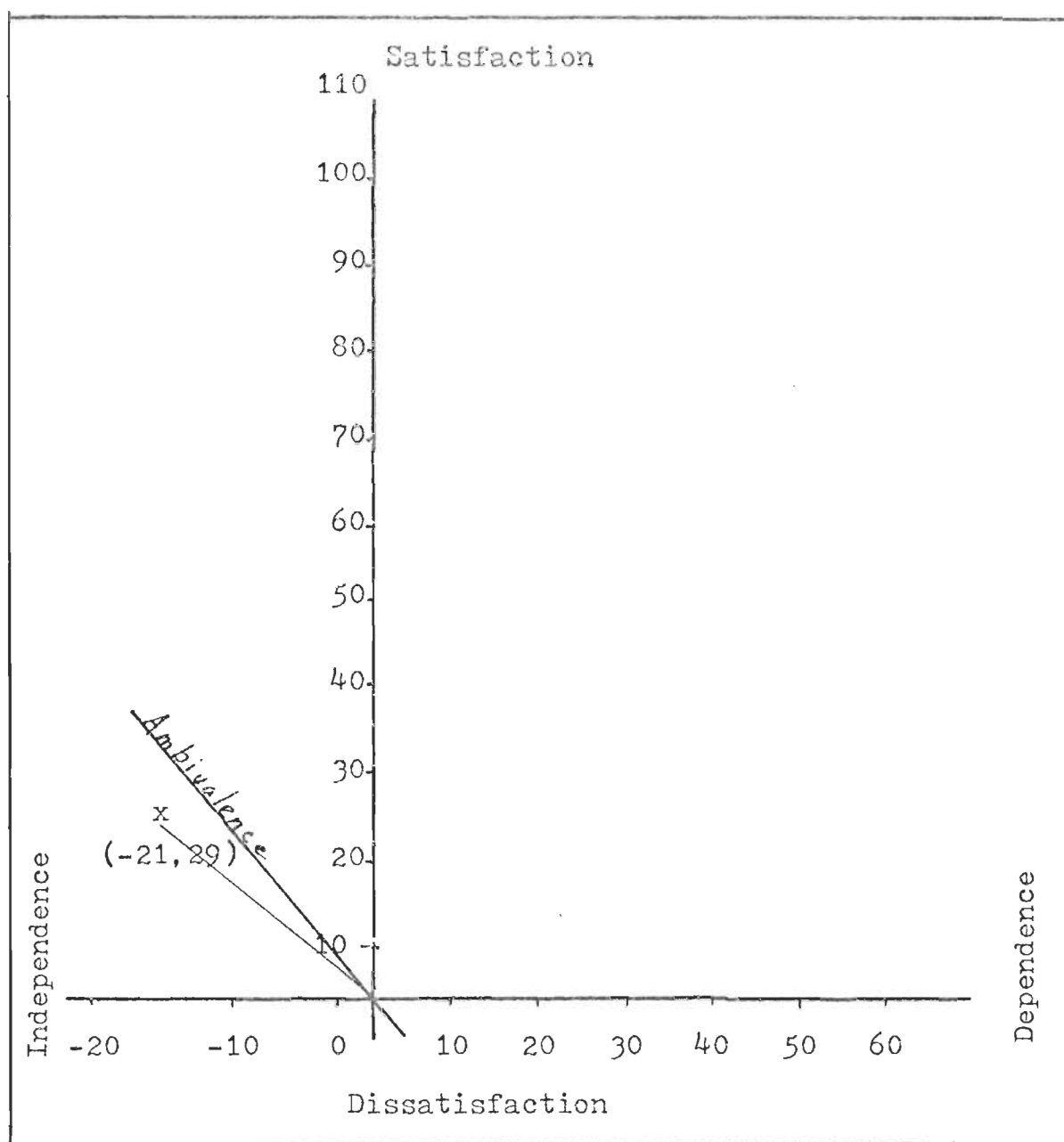


Fig. 12 - A summary of findings for the indexes of satisfaction, dependence and the attitude towards change.

## Chapter IV

### Discussion

This study has been concerned with exploring interpersonal aspects of personality of the pregnant adolescent as compared to a peer group of girls who are not pregnant, at different age levels, and to determine, within the limits of an ex post facto study, if any difference can be established between the two groups of girls.

The Terci was administered to a group of 65 pregnant adolescents, and 66 adolescents of the same ages who were not pregnant.

From the information obtained, it was established that the pregnant adolescent sees herself as being no different in character from the adolescent who is not pregnant; she does, however, perceive herself as occupying a role in which she is friendlier and easier to get along with.

Within her family, the pregnant adolescent qualifies her parents' relationship as more rigid and extreme than does the adolescent who is not pregnant, the father dominating the mother. Outside the family, the subject experiences a relationship with her partner not unlike that of the parents. Where she differs from the adolescent who is not pregnant, is that she attributes many cool, even

Closer observation also reveals that the peer group qualifies domination by the father as firm, loving authority that encourages love and respect, whereas the pregnant adolescent's perception of the father's dominance is one of a hostile imposition of his values upon others around him. It would seem then, that pregnancy in these subjects, and their age, influence how they see the father; but, it is not possible to conclude that the father is hostile and domineering because of the daughter's pregnancy. It would, however, be safe to assume that the pregnant state has only enhanced an already underlying pattern (as evidenced by the peer group's similar perception of the father as dominant) and has become a stronger point of view with these girls.

This affirmation is also true of the mother character; but in this case, it is the age of the subjects that makes the difference. While Liben (1969) did not conduct a study of interpersonal aspects of personality, she also found that age was an important factor. The older subjects of this study view the mother character as being strongly different, more so than do the younger subjects. One expects this is due to maturing processes and the past experience of the girls that permits them to make comparisons and form opinions.

Just as a distinction was made with the father concerning his dominant role, the mother character is seen as



different from that of the peer group. The mothers of the pregnant subjects are represented as weak, submissive, and preoccupied with their own problems to a point where it is difficult for them to be open to other persons. The peer group mother has more autonomy, is able to make decisions. It will be remembered that Liben (1969) also found that the mothers of her younger population had been models of chaotic marital and sexual patterns. Without knowing if the mothers of the pregnant adolescents of this sample present chaotic sexual patterns, the data suggest that these mothers are indeed less able than the peer group mother who appears more mature and responsible.

The pregnant adolescent also has a different and stronger perception of the partner. She perceives the father of her child as a fellow who is cool, cold and even hostile. It is worthy of note that the girls who had shared intimate activity resulting in pregnancy out-of-wedlock, attribute more negative traits to the partner than do those girls with whom pregnancy was not a result of their relationship. Whether the partner was seen in this light before pregnancy in the adolescent occurred is impossible to establish as is the possibility that his behavior changed after pregnancy occurred. The fact remains that the pregnant adolescent does not have a very favorable idea of the partner.

Even though pregnant adolescent sees partner, father

and mother differently than does the girl who is not pregnant, the same is not true of the view she has of herself as compared to other young girls who are not pregnant. Except for the youngest pregnant adolescents, all the girls in both groups see themselves as amiable and docile. That the youngest pregnant adolescents differ in their perceptions of themselves from all the others, suggests that pregnancy, at their age, raises a set of circumstances that they can meet only by being hostile.

It is surprising though, to observe that the adolescent, pregnant out-of-wedlock, (a situation that raises social and moral censure in this society) creates no difference. That the expected difference in role and character between groups is non-existent suggests that the Terzi is perhaps limited by its categories, and that possibly the groups do differ in other aspects not brought out by this study.

Of particular interest in this study is the fact that pregnant adolescents perceive themselves as exaggerated versions of the mother. Guillaume (1950) stated that imitation is an important part of behavior; one expects then that the girls of this sample see themselves as similar to the mother because they imitate her.

It is also possible to suppose a strong identification process on the part of the subjects to the mother.

Hatcher (1973) and Kasanin and Handschin (1941) suggested that their subjects identified with the mother in order to please better their fathers to whom they were attracted because of an unresolved Oedipal situation. This hardly seems likely because the peer girls in this study also identify with the mother and they are not pregnant. It seems more plausible to assume that the subjects, in general, identify with the mother and her submissive way of behaving in order to cope adequately with authority as she does: in the pregnant adolescent's case, it is severe, hostile authority, and in the case of the peer group, firm, guiding authority.

The same phenomena is observed concerning the father and the partner; they are also seen as similar versions of one another. It would seem then that the perception a subject has of the father influences how she views the partner. There is present implication on the part of both groups that all men are the same as are all women, and that the behavior of men and women necessarily differ.

Inasmuch as imitation and identification are common to both groups, the end results are different for the pregnant adolescent and for the one who is not. The pregnant adolescent attributes more negative traits to the males with whom they inter-relate, and more yielding, submissive traits to females. Pregnancy contributes to the extreme nature of the perception, but it cannot be said that only pregnant

adolescents have extreme points of view. The attribution of more hostile traits to men and more submissive traits to women may also be true of older pregnant married women. What is important here is that the pregnant adolescent's extreme point of view implies a limited repertory of behavior, and thus lesser adaptability than her peers.

### Relationships and cost

As stated earlier, except for the cost variable in the subject-mother relationship, no difference exists between groups as regards the subject-partner, subject-father, and subject-mother relationships. One would have expected that differences would exist between groups with respect to the subject's relationships with each of these persons, in view of the fact that significant differences were observed between groups regarding the father's dominance and the partner's affiliation.

The most obvious explanation is that a relationship is not the simple addition of two roles. Secondly, as with character, it is possible that the two categories dominance and affiliation in the Terci do not as finely define as many personality traits as one would be led to believe by the rationale of the test. It seems most reasonable to assume then, that marked differences between groups were absorbed by the quality of the relationships. It is to be remembered that the subject-partner and subject-father relationships are

qualified as complementary both as regards dominance and affiliation that is to say, in spite of differing degrees of dominance expressed by the father, and the hostility expressed by the partner, the subjects of both groups present adequate opposite behavior to keep the relationships in balance without undue cost to the subjects.

It was previously stated that both groups identify with, or imitate the behavior of the mother. Data show that the subject-mother relationship is, in fact, predominantly symmetric in respect to dominance; that is to say, both persons in the relationship have similar behavior. (It is only the late adolescent who shows a slight tendency towards complementarity). The relationship is also symmetric because of the mutual affiliation traits of docility and tenderness exhibited by both persons.

However, the cost of the relationship differs between groups because of the interaction of age and pregnancy. This suggests that pregnancy increases the tension in the relationship for the subject with her mother, especially with the older subjects because on the one hand, the subject identifies with and acts like her mother. Then, on the other hand, she ceases to be like the mother when she becomes pregnant out-of-wedlock. The conflicting situation certainly contributes to the cost of the relationship.

Preceding information concerning role and character

qualified the pregnant adolescent's father as dominant and the mother's character as submissive. This perception reappears strongly in the father-mother relationship. Pregnant girls of all ages differ from their peers in that they see the father-mother relationship as complementary, characterized by a strongly dominant father and a weakly submissive mother. Pregnancy in this study seems to be closely associated with the perception of extreme behavior in others. The peer group's perception of the parental relationship is also one of complementarity, but they do not perceive the relationship as being extreme. It is not possible to establish how age and pregnancy are related to the perception of extreme behavior, but it does seem to be particular to the pregnant adolescent.

To summarize, complementary relationships without undue cost characterize the subject's relationships with partner and father for both groups. In other words, in spite of how other persons' role and character are qualified by the adolescents, pregnant or not, the relationship they form with these persons are complementary, and the cost relatively low because of submissive traits. Symmetric relationships are formed only with the mother, because of identification and imitation, but the cost for the pregnant adolescent is very high, probably because of her pregnancy.

### Affects and attitude towards change

Relationships involve affects: satisfaction with the relationship, dependence upon it, and the person's attitude towards any change required to keep the relationship from breaking up.

No difference was found to exist between groups. With the exception of the pregnant adolescent who tends to be more satisfied with the relationship with the partner than do the peers, one group is not more dependent or open to change than the other. Again, one would expect that the pregnant girl who perceives the partner as cold and even hostile, that this would have influenced her feelings about the relationship and her attitude towards change. The absence of conclusive evidence in this study suggests that concepts such as satisfaction, dependence, and openness to change are too complex to be measured because of other influencing factors. For example, satisfaction may be influenced by parental rejection of the girl's pregnancy, society's censure or emotional deprivation. Openness to change is also affected by many extrinsic factors.

That the pregnant adolescent is more satisfied than her peers, in spite of her negative perception of the partner is probably related to the submissive, conciliatory role the

subject attributes to herself and the low cost of her relationship with the partner. However, it cannot be concluded that submissive, easy-to-get-along-with people are necessarily satisfied.

It was also observed that the pregnant adolescent is not characteristically dependent upon the relationship with the father of the child. This suggests that the relationship in itself does not differ from any other adolescent girl's relationship with her boyfriend, (the data show this to be so; it is to be remembered that all the adolescents of this study experience complementary relationships with their boyfriends at relatively low cost). It would seem that pregnancy is a superfluous element having no bearing on the quality of the relationship nor the girl's dependence upon it. However, the fact that no relation was found between pregnancy and dependence in this study, does not permit one to assume that these two factors are not related at all.

The same statement can be made concerning attitude towards change. The pregnant adolescent shows that she is no different from the girl who is not pregnant in her attitude when faced with continuing her relationship with the partner or not. Pregnancy does not seem to influence predictions as to how she would act, suggesting that these two variables are independent of each other.



Clearly then, no definite affirmations may be made concerning satisfaction, dependence and attitude towards change.

## Conclusion

An exploration of personality, by means of the Terci, of the pregnant adolescent group as compared to a peer group which is not pregnant, has led to the following observations. Differences of perception do exist between the two groups concerning the different members with whom they interrelate.

#### Role and character

It was found that pregnant adolescents share the general perception of their family situation as one wherein the father occupies a dominant role, even to the point where he is seen as very hostile or severe. The mother, on the other hand, is submissive and docile in her role, tending towards weakness and lack of initiative. In addition, the older the pregnant adolescents are, the more they attribute weak character traits to the mother.

It is to be remembered that Young (1945) concluded that domination in the home by one parent was the fundamental factor present in her sample. Whereas she found that it was the mother who was dominant, it is apparent from the data of this study, that the father's dominance traits far outweigh those of the mother.

hostile dominating traits to the father of her child while maintaining the perception of herself as amiable, friendly, and docile.

All adolescents tend to imitate and identify with the mother; however, a conflict exists between the pregnant adolescent and her mother possibly because of the girl's pregnancy, raising the cost of the relationship to uncomfortable proportions, something the adolescent who is not pregnant does not experience with her mother.

Age is an important factor in determining how the girls perceive the mother character. Older pregnant girls see the mother character as very pronounced; young girls who are not pregnant see the mother character as less pronounced.

Age and pregnancy in interaction in this study influence the idea a subject has of herself and her interpersonal relationships. The older a pregnant subject is, the more pronounced are the differences of perception from that of her peer peers.

It becomes apparent from this study that the information obtained by means of the Terci can be a valuable instrument as it brings forth important differences because of age and pregnancy in the subjects, information which can be put to good use when called upon to work with the pregnant

adolescent.

However, the absence of conclusive evidence with the indexes of satisfaction and dependence and the attitude towards change, merits future investigation, as empirical observation suggests that these concepts are, more often than not, implicit in any interpersonal relationship. Unfortunately, these concepts are strongly influenced by other factors or the context in which they are experienced, thus making it difficult to isolate them for scientific research.

It would also be of interest to pursue the areas of role and relationship. In this study, three role variables were found to be significantly different between groups, but only one these (the father's dominance) was evidenced in a relationship that was significantly different between groups (the father-mother relationship). It would be of great value to know if the concepts role and relationship, as defined in this study, are in fact interdependent.

Also of interest would be a similar research using a group of married women during their first pregnancy as compared to a group of pregnant adolescents. By opposing the findings of that study to the present study, the importance of the pregnancy factor could be evaluated with more accuracy.

Appendix A

The Terci

## LISTE DE COMPORTEMENTS INTERPERSONNELS

Richard HOULD

Dans ce feuillet, vous trouverez une liste de comportements ou d'attitudes qui peuvent être utilisés pour décrire la manière d'agir ou de réagir de quelqu'un avec les gens.

Exemple : (1) - Se sacrifie pour ses amis(es)

(2) - Aime à montrer aux gens leur médiocrité

Cette liste vous est fournie pour vous aider à préciser successivement l'image que vous avez de vous-mêmes, de votre partenaire, de votre père, puis de votre mère dans leurs relations avec les gens.

Prenez les item de cette liste un à un et, pour chacun, posez-vous la question suivante : "Est-ce que ce comportement, ou cette attitude pourrait être utilisé pour décrire la manière habituelle d'être ou d'agir avec les gens :

Partie A : En ce qui me concerne moi-même?

Partie B : En ce qui concerne mon(a) partenaire?

Partie C : En ce qui concerne mon père?

Partie D : En ce qui concerne ma mère?

Pour répondre au test, vous utiliserez successivement les feuilles de réponses qui accompagnent cette liste d'item.

Une réponse "Oui" à l'item lu s'inscrira 'O'.

Une réponse "Non" à l'item lu s'inscrira 'N'.

Si vous ne pouvez pas répondre, inscrivez 'N'.

Lorsque, pour un item, vous pouvez répondre "Oui", inscrivez 'O' dans la case qui correspond au numéro de l'item sur la feuille de réponses. Ensuite, posez-vous la même question pour l'item suivant.

Lorsque l'item ne correspond pas à l'opinion que vous avez de la façon d'agir ou de réagir de la personne que vous êtes en train de décrire, ou que vous hésitez à lui attribuer ce comportement, inscrivez 'N' vis-à-vis le chiffre qui correspond au numéro de l'item. Ensuite, posez-vous la même question pour l'item suivant.

Lorsque vous avez terminé la description d'une personne, passez à la personne suivante. Il n'y a pas de bonnes ou de mauvaises réponses à ce test. Ce qui importe, d'est l'opinion personnelle que vous avez de vous-mêmes, de votre partenaire, de votre père et de votre mère. Les résultats seront compilés par ordinateur et vous seront remis et expliqués individuellement.

Vous pouvez maintenant répondre au questionnaire. Au haut de chacune des feuilles de réponses, vous trouverez un résumé des principales instructions nécessaires pour répondre au test.

MERCI DE VOTRE COLLABORATION

LISTE DE COMPORTEMENTS INTERPERSONNELS

Prenez les item de la liste un à un et, pour chacun, posez-vous la question suivante : "Est-ce que ce comportement, ou cette attitude, décrit ou caractérise la manière habituelle d'être ou d'agir avec les gens de la personne que je veux décrire?". Celle-ci sera précisée au haut de la feuille de réponses.

Si, pour un item, votre réponse est "Oui", inscrivez la lettre 'O' dans la case appropriée sur votre feuille de réponses. Dans tous les autres cas, inscrivez la lettre 'N'.

S. V. P., n'écrivez rien sur ce feuillet.

---

Première colonne sur votre feuille de réponses.

- 01 - Capable de céder et d'obéir
- 02 - Sensible à l'approbation d'autrui
- 03 - Un peu snob
- 04 - Réagit souvent avec violence
- 05 - Prend plaisir à s'occuper du bien-être des gens
- 06 - Dit souvent du mal de soi, se déprécie face aux gens
- 07 - Essaie de reconforter et d'encourager autrui
- 08 - Se méfie des conseils qu'on lui donne
- 09 - Se fait respecter par les gens
- 10 - Comprend autrui, tolérant(e)
- 11 - Souvent mal à l'aise avec les gens
- 12 - A une bonne opinion de soi-même
- 13 - Supporte mal de se faire mener
- 14 - Epreuve souvent des déceptions
- 15 - Se dévoue sans compter pour autrui, généreux(se)



LISTE DE COMPORTEMENTS INTERPERSONNELS

Prenez les item de la liste un à un et, pour chacun, posez-vous la question suivante : "Est-ce que ce comportement, ou cette attitude, décrit ou caractérise la manière habituelle d'être ou d'agir avec les gens de la personne que je veux décrire?". Celle-ci sera précisée au haut de la feuille de réponses.

Si, pour un item, votre réponse est "Oui", inscrivez la lettre 'O' dans la case appropriée sur votre feuille de réponses. Dans tous les autres cas, inscrivez la lettre 'N'.

S. V. P., n'écrivez rien sur ce feuillet.

---

Deuxième colonne sur votre feuille de réponses:

- 16 - Prend parfois de bonnes décisions
- 17 - Aime à faire peur aux gens
- 18 - Se sent toujours inférieur(e) et honteux(se) devant autrui
- 19 - Peut ne pas avoir confiance en quelqu'un
- 20 - Capable d'exprimer sa haine ou sa souffrance
- 21 - A plus d'amis(es) que la moyenne des gens
- 22 - Epreuve rarement de la tendresse pour quelqu'un
- 23 - Persécuté(e) dans son milieu
- 24 - Change parfois d'idée pour faire plaisir à autrui
- 25 - Intolérant(e) pour les personnes qui se trompent
- 26 - S'oppose difficilement aux désirs d'autrui
- 27 - Epreuve de la haine pour la plupart des personnes de son entourage
- 28 - N'a pas confiance en soi
- 29 - Va au-devant des désirs d'autrui
- 30 - Si nécessaire, n'admet aucun compromis



LISTE DE COMPORTEMENTS INTERPERSONNELS

Prenez les item de la liste un à un et, pour chacun, posez-vous la question suivante : "Est-ce que ce comportement, ou cette attitude, décrit ou caractérise la manière habituelle d'être ou d'agir avec les gens de la personne que je veux décrire?". Celle-ci sera précisée au haut de la feuille de réponses.

Si, pour un item, votre réponse est "Oui", inscrivez la lettre 'O' dans la case appropriée sur votre feuille de réponses. Dans tous les autres cas, inscrivez la lettre 'N'.

S. V. P., n'écrivez rien sur ce feuillet.

---

Quatrième colonne sur votre feuille de réponse.

- 46 - Partage les responsabilités et défend les intérêts de chacun
- 47 - A beaucoup de volonté et d'énergie
- 48 - Toujours aimable et gai(e)
- 49 - Aime la compétition
- 50 - Préfère se passer des conseils d'autrui
- 51 - Peut oublier les pires affronts
- 52 - A souvent besoin d'être aidé(e)
- 53 - Donne toujours son avis
- 54 - Se tracasse pour les troubles de n'importe qui
- 55 - Veut toujours avoir raison
- 56 - Se fie à n'importe qui, naïf(ve)
- 57 - Exige beaucoup d'autrui, difficile à satisfaire
- 58 - Incapable d'oublier le tort que les autres lui ont fait
- 59 - Peut critiquer ou s'opposer à une opinion qu'on ne partage pas
- 60 - Souvent exploité(e) par les gens

LISTE DE COMPORTEMENTS INTERPERSONNELS

Prenez les items de la liste un à un et, pour chacun, posez-vous la question suivante : "Est-ce que ce comportement, ou cette attitude, décrit ou caractérise la manière habituelle d'être ou d'agir avec les gens de la personne que je veux décrire?" Celle-ci sera précisée au haut de la feuille de réponses.

Si, pour un item, votre réponse est "Oui", inscrivez la lettre 'O' dans la case appropriée sur votre feuille de réponses. Dans tous les autres cas, inscrivez la lettre 'N'.

S. V. P., n'écrivez rien sur ce feuillet.

Cinquième colonne sur votre feuille de réponse.

- 01 - Susceptible et facilement blessé(e)
- 02 - Exerce un contrôle sur les gens et les choses qui l'entourent
- 03 - Abuse de son pouvoir et de son autorité
- 04 - Capable d'accepter ses torts
- 05 - A l'habitude d'exagérer ses mérites, de se vanter
- 06 - Peut s'exprimer sans détours
- 07 - Se sent souvent impuissant(e) et incompetent(e)
- 08 - Cherche à se faire obéir
- 09 - Admet difficilement la contradiction
- 10 - Évite les conflits si possible
- 11 - Sûr(e) de soi
- 12 - Tient à plaire aux gens
- 13 - Fait passer son plaisir et ses intérêts personnels avant tout
- 14 - Se confie trop facilement
- 15 - Flauffle ses activités

# LISTE DE COMPORTEMENTS INTERPERSONNELS

Prenez les item de la liste un à un et, pour chacun, posez-vous la question suivante : "Est-ce que ce comportement, ou cette attitude, décrit ou caractérise la manière habituelle d'être ou d'agir avec les gens de la personne que je veux décrire?". Celle-ci sera précisée en haut de la feuille de réponse.

Si, pour un item, votre réponse est "Oui", inscrivez la lettre 'O' dans la case appropriée sur votre feuille de réponses. Dans tous les autres cas, inscrivez la lettre 'N'.

S. V. P., n'écrivez rien sur ce feuillet

Sixième colonne sur votre feuille de réponse.

- 16 - Accepte trop de concessions ou de compromis
- 17 - N'hésite pas à confier son sort au bon vouloir d'une personne qu'on adore
- 18 - Toujours de bonne humeur
- 19 - Se justifie souvent
- 20 - Éprouve souvent de l'angoisse et de l'anxiété
- 21 - Reste à l'écart, effacé(e)
- 22 - Donne aux gens des conseils raisonnables
- 23 - Dur(e), mais honnête
- 24 - Prend plaisir à se moquer des gens
- 25 - Fier(e)
- 26 - Habituellement soumis(e)
- 27 - Toujours prêt(e) à aider, disponible
- 28 - Peut souffrir de l'antidote

REPERTOIRE DE COMPORTEMENTS INTERPERSONNELS

FEUILLES DE REPONSES

Informations générales

Nom : \_\_\_\_\_ Sexe : M ☐ F ☐ Date : \_\_\_\_\_

Nom de mon(a) partenaire : \_\_\_\_\_ Téléphone : \_\_\_\_\_

(Note : Le mot 'partenaire' désigne le conjoint lorsqu'il s'agit d'un couple marié, ou l'ami(e) lorsqu'il s'agit de personnes célibataires.)

Je vis avec mon(a) partenaire : Oui ☐ Non ☐ Mon âge : \_\_\_\_\_ ans

Je connais mon(a) partenaire depuis \_\_\_\_\_ années.

Mon père est : Vivant ☐ Décédé ☐ Je l'ai connu : Oui ☐ Non ☐

Ma mère est : Vivante ☐ Décédée ☐ Je l'ai connue : Oui ☐ Non ☐

Dans le cas où l'un de vos parents est décédé, vous pouvez répondre au test en utilisant vos souvenirs.

Si, pour une raison ou l'autre, vous n'avez pas connu votre père ou votre mère, répondez au test en vous rappelant la personne qui a joué le rôle de parent dans votre enfance.

---

Vérifiez si vous avez bien compris les instructions en répondant aux exemples suivants :

"Est-ce que ce comportement, ou cette attitude décrit ou caractérise ma manière habituelle d'être ou d'agir avec les gens?"

(1) Se sacrifie pour ses amis(es)

☐ (1)

(2) Aime à montrer aux gens leur infériorité

☐ (2)

Si votre réponse est "Oui", inscrivez la lettre 'O' dans la case appropriée. Dans tous les autres cas, inscrivez la lettre 'N'.

Partie A : Description de moi-même.

Concentrez-vous sur ce que vous pensez de vous-mêmes, ou sur l'image que vous vous faites de vous-mêmes.

Prenez ensuite le premier item de la liste et, posez-vous la question suivante : "Est-ce que je pourrais utiliser cet item pour décrire ma manière habituelle d'être ou d'agir avec les gens?".

Après avoir inscrit 'O' ou 'N' dans la case appropriée, prenez l'item suivant et rappelez-vous la même question.

Page 2	Page 3	Page 4	Page 5	Page 6	Page 7
<input type="checkbox"/> 01	<input type="checkbox"/> 16	<input type="checkbox"/> 31	<input type="checkbox"/> 46	<input type="checkbox"/> 01	<input type="checkbox"/> 16
<input type="checkbox"/> 02	<input type="checkbox"/> 17	<input type="checkbox"/> 32	<input type="checkbox"/> 47	<input type="checkbox"/> 02	<input type="checkbox"/> 17
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<input type="checkbox"/> 06	<input type="checkbox"/> 21	<input type="checkbox"/> 36	<input type="checkbox"/> 51	<input type="checkbox"/> 06	<input type="checkbox"/> 21
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<input type="checkbox"/> 09	<input type="checkbox"/> 24	<input type="checkbox"/> 39	<input type="checkbox"/> 54	<input type="checkbox"/> 09	<input type="checkbox"/> 24
<input type="checkbox"/> 10	<input type="checkbox"/> 25	<input type="checkbox"/> 40	<input type="checkbox"/> 55	<input type="checkbox"/> 10	<input type="checkbox"/> 25
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<input type="checkbox"/> 14	<input type="checkbox"/> 29	<input type="checkbox"/> 44	<input type="checkbox"/> 59	<input type="checkbox"/> 14	
<input type="checkbox"/> 15	<input type="checkbox"/> 30	<input type="checkbox"/> 45	<input type="checkbox"/> 60	<input type="checkbox"/> 15	

N'écrivez rien dans ces cases

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N'écrivez rien dans ces cases

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72	73	74	75	76	77	78	79	80	

CARTE 1

CARTE 2

Partie B : Description de mon(a) partenaire.

Concentrez-vous sur l'image qui vous vient à l'idée lorsque vous pensez à votre partenaire.

Prenez ensuite le premier item de la liste, et, posez-vous la question suivante : "Est-ce que je pourrais utiliser cet item pour décrire la manière habituelle de mon(a) partenaire d'être ou d'agir avec les gens?".

Après avoir inscrit 'O' ou 'N' dans la case appropriée, prenez l'item suivant et reposez-vous la même question

Page 2	Page 3	Page 4	Page 5	Page 6	Page 7
<input type="checkbox"/> 01	<input type="checkbox"/> 16	<input type="checkbox"/> 31	<input type="checkbox"/> 46	<input type="checkbox"/> 01	<input type="checkbox"/> 16
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N'écrivez rien dans ces cases

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N'écrivez rien dans ces cases

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Partie C : Description de mon père.

Concentrez-vous sur l'image qui vous vient à l'idée lorsque vous pensez à votre père.

Prenez ensuite le premier item de la liste et, posez-vous la question suivante : "Est-ce que je pourrais utiliser cet item pour décrire la manière habituelle de mon père d'être ou d'agir avec les gens?".

Après avoir inscrit 'O' ou 'N' dans la case appropriée, prenez l'item suivant et reposez-vous la même question.

Page 2	Page 3	Page 4	Page 5	Page 6	Page 7
<input type="checkbox"/> 01	<input type="checkbox"/> 16	<input type="checkbox"/> 31	<input type="checkbox"/> 46	<input type="checkbox"/> 01	<input type="checkbox"/> 16
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N'écrivez rien dans ces cases

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N'écrivez rien dans ces cases

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CARTE 5

CARTE 6

# Partie D : Description de ma mère.

Concentrez-vous à l'image qui vous vient à l'idée lorsque vous pensez à votre mère.

Prenez ensuite le premier item de la liste et, posez-vous la question suivante : "Est-ce que je pourrais utiliser cet item pour décrire la manière habituelle de ma mère d'être ou d'agir avec les gens?".

Après avoir inscrit 'O' ou 'N' dans la case appropriée, prenez l'item suivant et reposez-vous la même question.

Page 2	Page 3	Page 4	Page 5	Page 6	Page 7
<input type="checkbox"/> 01	<input type="checkbox"/> 16	<input type="checkbox"/> 31	<input type="checkbox"/> 46	<input type="checkbox"/> 01	<input type="checkbox"/> 16
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N'écrivez rien dans ces cases

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N'écrivez rien dans ces cases

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Appendix B

Analysis of variance  
for role and character variables

Table 1  
Analysis of variance for  
role-self-dominance

	Sum of Squares	Degree of freedom	Mean Square	F	Significance of F
Main effects	44.558	3	14.853	.144	.999
Age	38.827	2	19.413	.188	.999
Group	2.271	1	2.271	.022	.999
Interaction	83.390	2	41.695	.404	.999
Total	13027.610	130	100.212		

Table 2  
Analysis of variance for  
role-self-affiliation

	Sum of Squares	Degree of freedom	Mean Square	F	Significance of F
Main effects	223.579	3	74.526	1.062	.368
Age	222.033	2	111.016	1.582	.208
Group	.744	1	.744	.011	.999
Interaction	326.572	2	163.286	2.327	.100
Total	9322.662	130	71.713		

Table 3  
Analysis of variance for  
role-partner-dominance

	Sum of Squares	Degree of freedom	Mean Square	F	Significance of F
Main effects	166.321	3	55.440	.348	.999
Age	149.956	2	74.978	.471	.999
Group	30.793	1	30.793	.194	.999
Interaction	16.755	2	8.378	.053	.999
Total	20068.514	130	154.373		

Table 4  
Analysis of variance for  
role-partner-affiliation

	Sum of Squares	Degree of freedom	Mean Square	F	Significance of F
Main effects	1372.872	3	457.624	3.105	.028
Age	298.129	2	149.064	1.011	.368
Group	782.121	1	782.121	5.307	.022
Interaction	399.916	2	199.958	1.357	.260
Total	20194.440	130	155.342		

Table 5  
Analysis of variance for  
role-father-dominance

	Sum of Squares	Degree of freedom	Mean Square	F	Significance of F
Main effects	447.007	3	149.002	1.096	.354
Age	203.243	2	101.621	.747	.999
Group	266.279	1	266.279	1.958	.161
Interaction	627.003	2	313.502	2.305	.102
Total	18071.924	130	139.015		

Table 6  
Analysis of variance for  
role-father-affiliation

	Sum of Squares	Degree of freedom	Mean Square	F	Significance of F
Main effects	188.416	3	62.805	.354	.999
Age	187.079	2	93.540	.527	.999
Group	19.231	1	19.231	.108	.999
Interaction	220.213	2	110.107	.620	.999
Total	22606.344	130	173.895		

Table 7  
Analysis of variance for  
role-mother-dominance

	Sum of Squares	Degree of freedom	Mean Square	F	Significance of F
Main effects	385.461	3	128.487	.869	.999
Age	180.530	2	90.265	.610	.999
Group	274.958	1	274.958	1.859	.172
Interaction	392.328	2	196.164	1.326	.268
Total	19269.663	130	148.228		

Table 8  
Analysis of variance for  
role-mother-affiliation

	Sum of Squares	Degree of freedom	Mean Square	F	Significance of F
Main effects	99.234	3	33.078	.190	.999
Age	83.793	2	41.897	.241	.999
Group	29.907	1	29.907	.172	.999
Interaction	145.739	2	72.869	.419	.999
Total	21985.482	130	169.119		

Table 9  
Analysis of variance for  
character-self

	Sum of Squares	Degree of freedom	Mean Square	F	Significance of F
Main effects	169.647	3	56.549	.927	.999
Age	85.642	2	42.821	.702	.999
Group	74.395	1	74.395	1.219	.271
Interaction	267.411	2	133.706	2.192	.114
Total	8062.660	130	62.021		

Table 10  
Analysis of variance for  
character-partner

	Sum of Squares	Degree of freedom	Mean Square	F	Significance of F
Main effects	186.555	3	62.185	.448	.999
Age	106.793	2	53.397	.385	.999
Group	47.496	1	47.496	.342	.999
Interaction	83.135	2	41.568	.299	.999
Total	17627.817	130	135.599		



Table 11  
Analysis of variance for  
character-father

	Sum of Squares	Degree of freedom	Mean Square	F	Significance of F
Main effects	371.389	3	123.796	1.030	.382
Age	312.825	2	156.413	1.302	.275
Group	13.329	1	13.329	.111	.999
Interaction	2.456	2	1.228	.010	.999
Total	15390.744	130	118.390		

Table 12  
Analysis of variance for  
character-mother

	Sum of Squares	Degree of freedom	Mean Square	F	Significance of F
Main effects	882.945	3	294.315	2.979	.033
Age	675.067	2	337.534	3.417	.035
Group	116.315	1	116.315	1.177	.280
Interaction	240.571	2	120.285	1.218	.299
Total	13471.172	130	103.624		

## Appendix C

Profiles of means for roles  
on the Terci axes

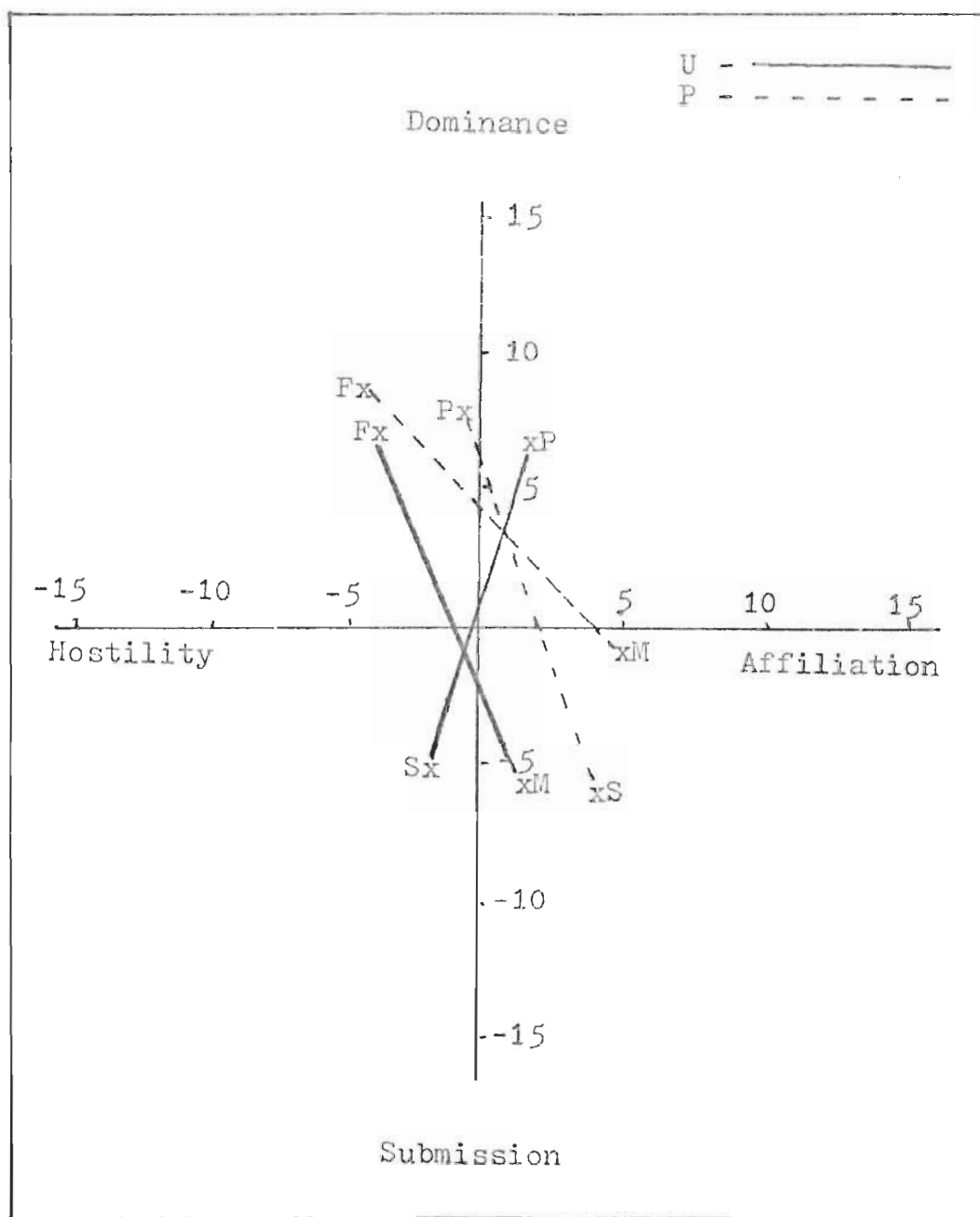


Fig. 13 - Profiles of means for roles on the axes of the Terci for the 13 to 15-year-old pregnant adolescent (U) and peer (P) groups.

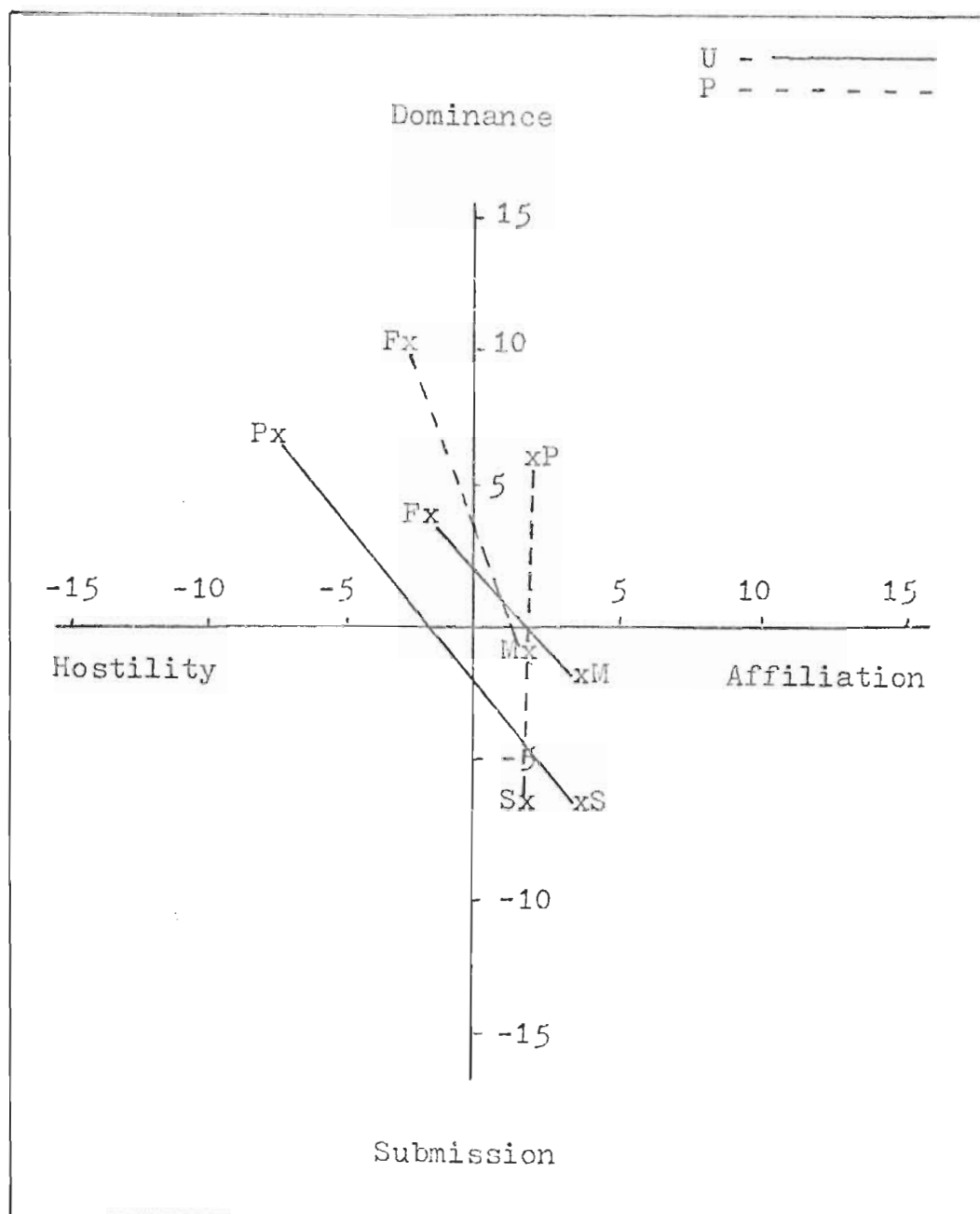


Fig. 14 - Profiles of means for roles on the axes of the Terci for the 16 to 19-year-old pregnant adolescent (U) and peer (P) groups.

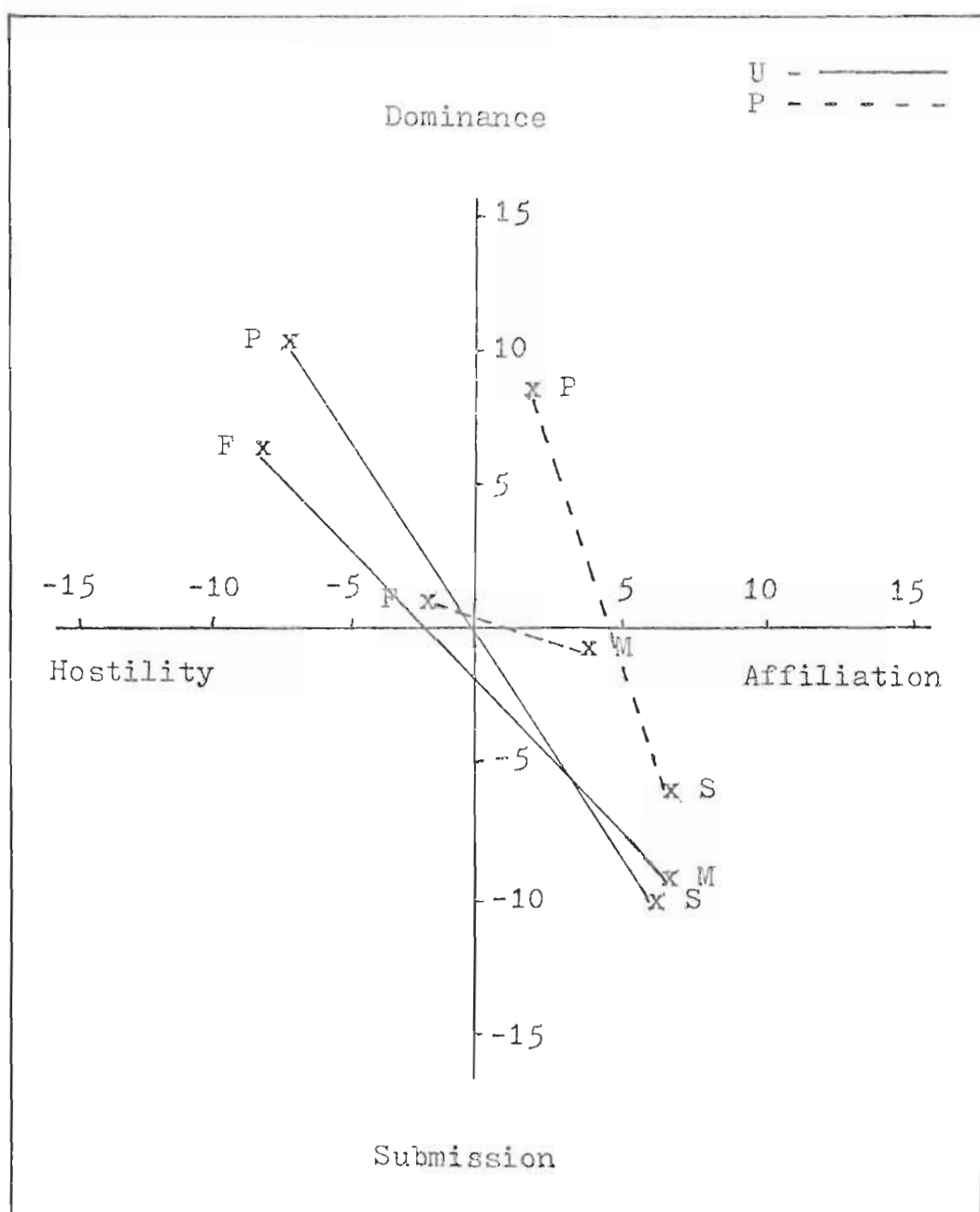


Fig. 15 - Profiles of means for roles on the axes of the Terci for the 20 to 22-year-old pregnant adolescent (U) and peer (P) groups.

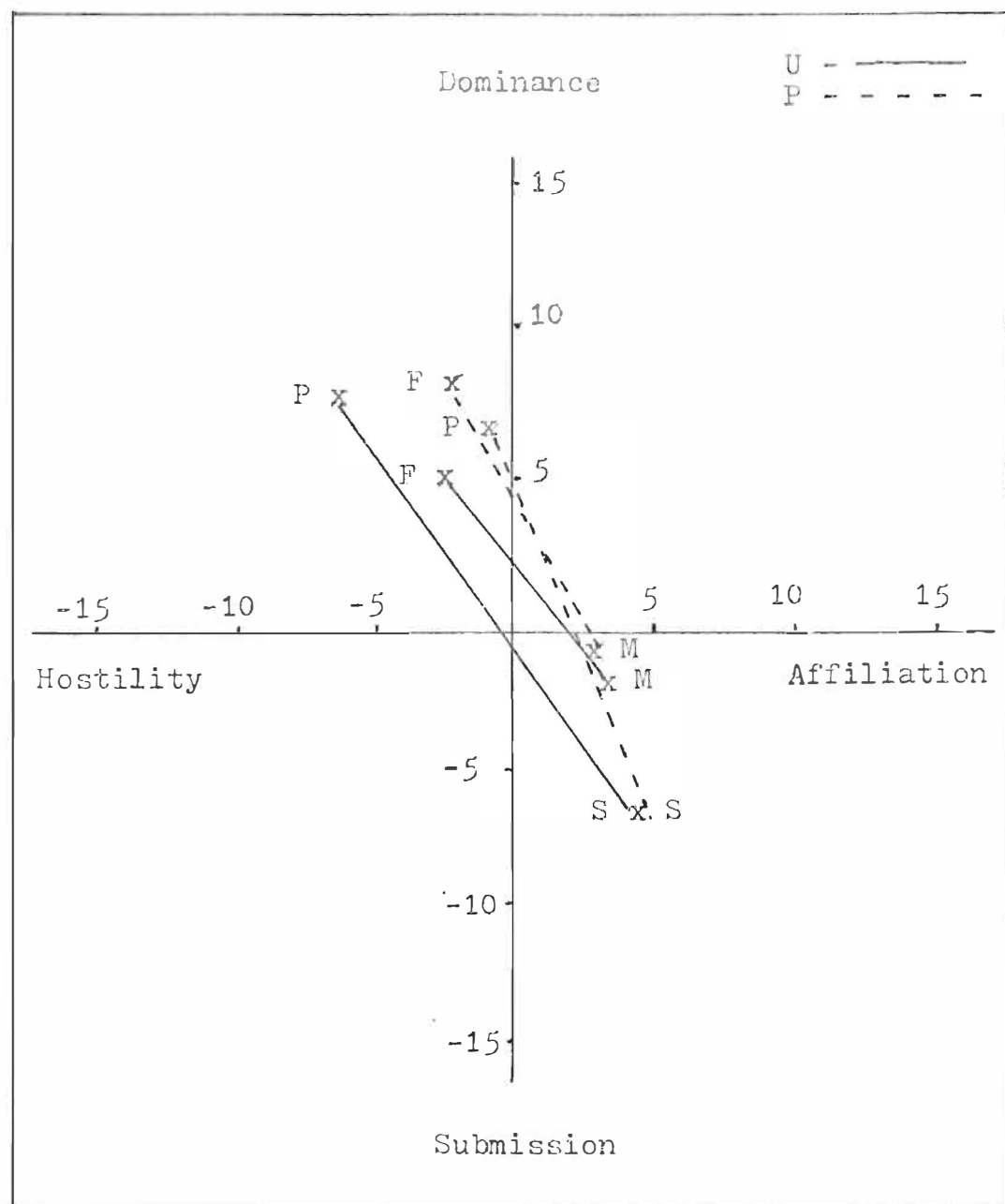


Fig. 16 - Profiles of means for roles for the total pregnant adolescent (U) and peer (P) groups.

Appendix D

Analysis of variance  
for relationship variables

Table 13  
Analysis of variance for  
subject-partner-relationship for dominance

	Sum of Squares	Degree of freedom	Mean Square	F	Significance of F
Main effects	91896.544	3	30632.181	.664	.999
Age	87992.252	2	43996.126	.953	.999
Group	2593.831	1	2593.831	.056	.999
Interaction	711.907	2	355.953	.008	.999
Total	5862324.244	130	45094.802		

Table 14  
Analysis of variance for  
subject-partner-relationship for affiliation

	Sum of Squares	Degree of freedom	Mean Square	F	Significance of F
Main effects	21790.706	3	7263.569	.307	.999
Age	3755.408	2	1877.704	.079	.999
Group	19265.930	1	19265.930	.814	.999
Interaction	25397.035	2	12698.518	.537	.999
Total	3003960.809	130	23107.391		



Table 15  
Analysis of variance for  
subject-father-relationship for dominance

	Sum of Squares	Degree of freedom	Mean Square	F	Significance of F
Main effects	51003.865	3	17001.288	.615	.999
Age	44960.681	2	22480.341	.813	.999
Group	9266.772	1	9266.772	.335	.999
Interaction	39591.916	2	19795.958	.716	.999
Total	3544898.107	130	27268.447		

Table 16  
Analysis of variance for  
subject-father-relationship for affiliation

	Sum of Squares	Degree of freedom	Mean Square	F	Significance of F
Main effects	59175.828	3	19725.276	1.161	.327
Age	59138.990	2	29569.495	1.740	.178
Group	2723.775	1	2723.775	.160	.999
Interaction	17922.155	2	8961.078	.527	.999
Total	2201066.595	130	16931.282		

Table 17  
Analysis of variance for  
subject-mother-relationship for dominance

	Sum of Squares	Degree of freedom	Mean Square	F	Significance of F
Main effects	8782.027	3	2927.342	.137	.999
Age	6544.348	2	3272.174	.153	.999
Group	2612.330	1	2612.330	.122	.999
Interaction	59337.893	2	29668.946	1.386	.253
Total	2743463.557	130	21103.566		

Table 18  
Analysis of variance for  
subject-mother-relationship for affiliation

	Sum of Squares	Degree of freedom	Mean Square	F	Significance of F
Main effects	28003.943	3	9334.648	.537	.999
Age	27227.803	2	13613.901	.783	.999
Group	2.371	1	2.371	.000	.999
Interaction	11730.997	2	5865.498	.337	.999
Total	2214154.244	130	17031.956		

Table 19  
Analysis of variance for  
father-mother-relationship for dominance

	Sum of Squares	Degree of freedom	Mean Square	F	Significance of F
Main effects	154971.148	3	51657.049	1.260	.290
Age	73842.742	2	36921.371	.901	.999
Group	82562.912	1	82562.912	2.014	.155
Interaction	255953.763	2	127976.881	3.122	.046
Total	5534825.511	130	42575.581		

Table 20  
Analysis of variance for  
father-mother-relationship for affiliation

	Sum of Squares	Degree of freedom	Mean Square	F	Significance of F
Main effects	78705.724	3	26235.241	.443	.999
Age	33249.491	2	16624.746	.280	.999
Group	26412.458	1	26412.458	.446	.999
Interaction	107982.094	2	53991.047	.911	.999
Total	7596870.305	130	58437.464		

## Appendix E

### Profiles of means for relationships on the Terci axes

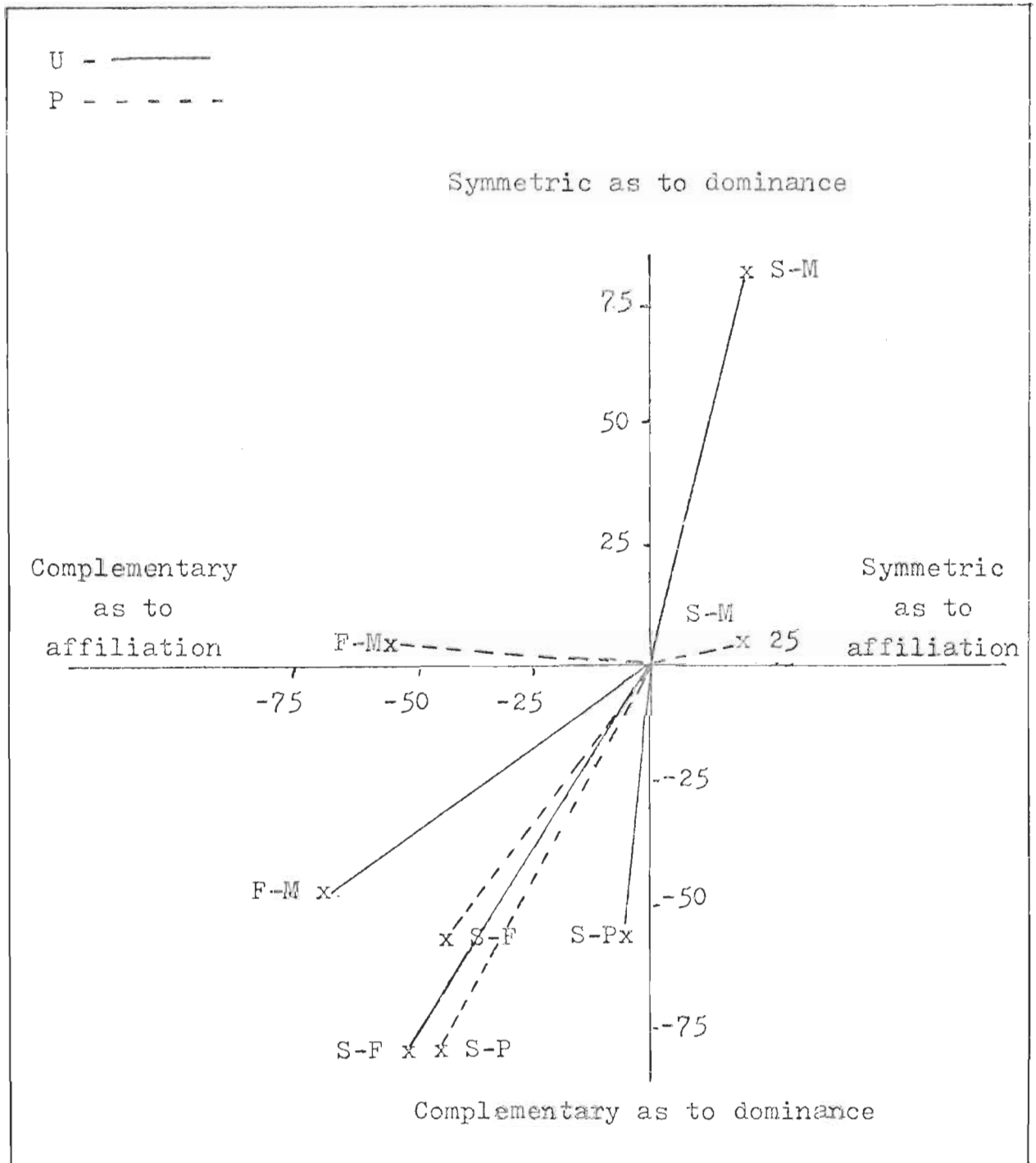


Fig. 17 - Profiles of means for relationships on the axes of the Terci for the 13 to 15-year-old pregnant adolescent (U) and peer (P) groups.

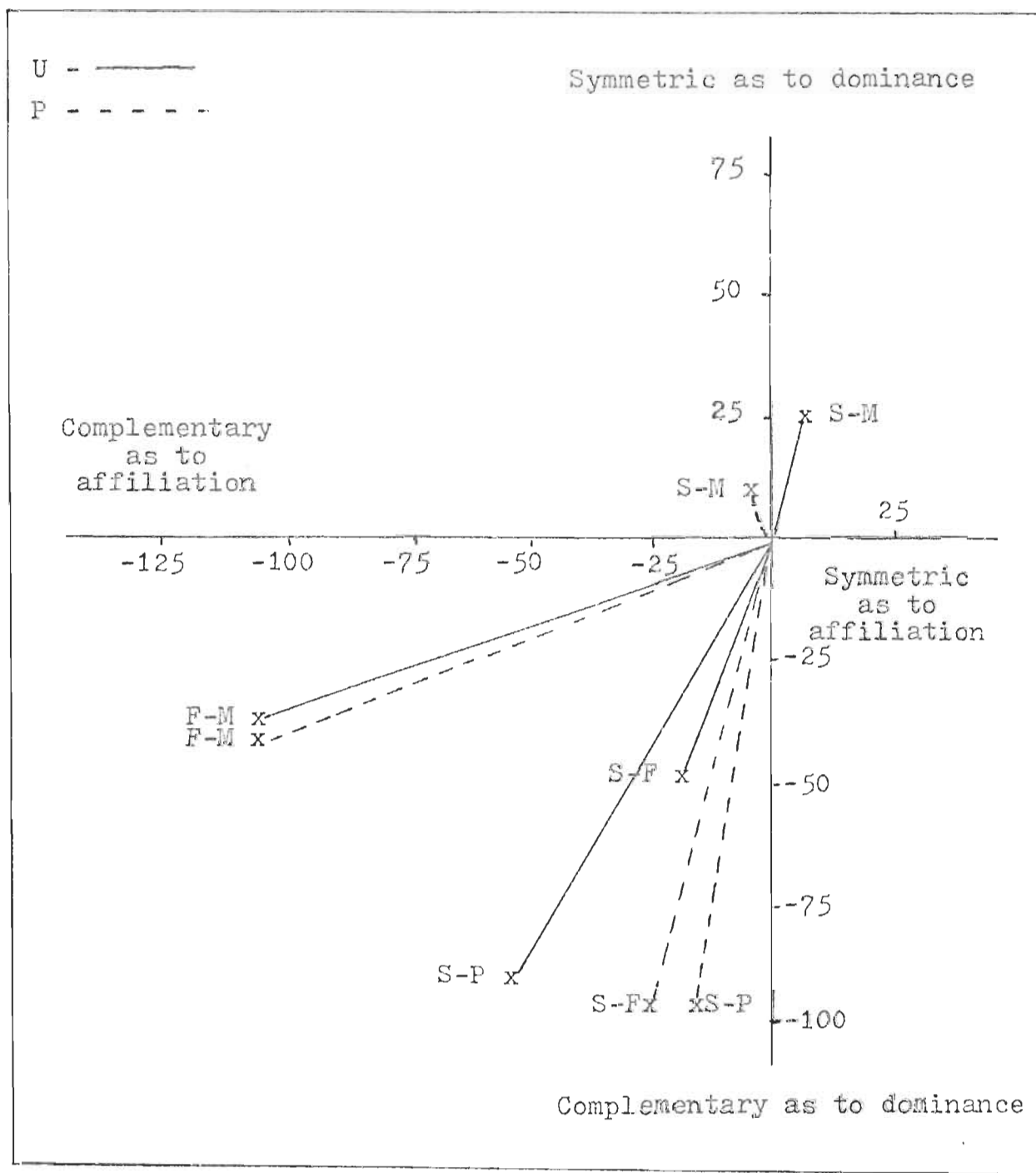


Fig. 18 - Profiles of means for relationships on the axes of the Terci for the 16 to 19-year-old pregnant adolescent (U) and peer (P) groups.

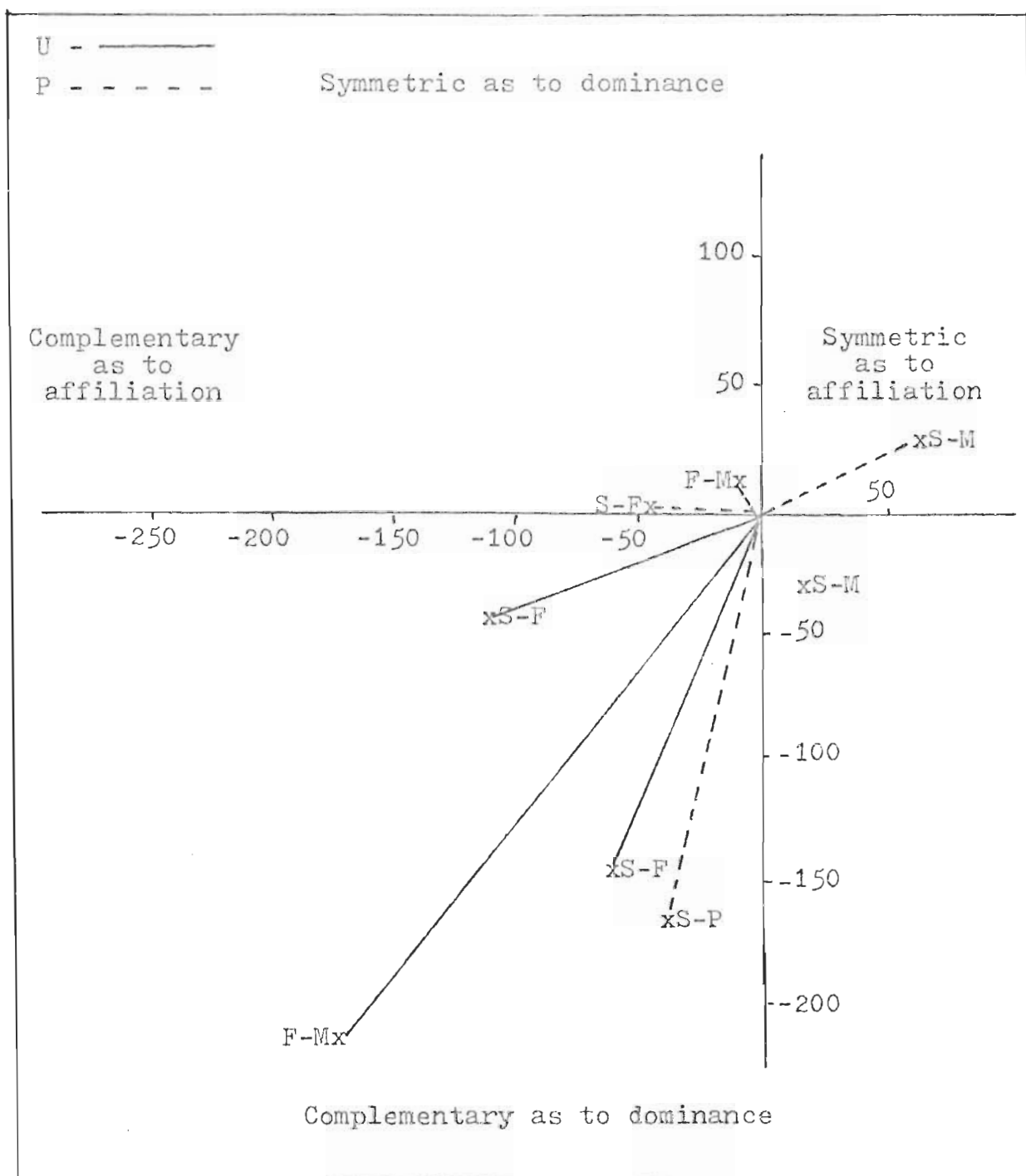


Fig. 19 - Profiles of means for relationships on the axes of the Terci for the 20 to 22-year-old pregnant adolescent (U) and peer (P) groups.

Appendix F

Analysis of variance  
for cost variables



Table 21  
Analysis of variance for  
cost-subject-partner-relationship

	Sum of Squares	Degree of freedom	Mean Square	F	Significance of F
Main effects	63809.308	3	21269.769	.419	.999
Age	54268.911	2	27134.456	.535	.999
Group	10190.581	1	10190.581	.201	.999
Interaction	28100.143	2	14050.072	.277	.999
Total	6435318.901	130	49502.453		

Table 22  
Analysis of variance for  
cost-subject-father-relationship

	Sum of Squares	Degree of freedom	Mean Square	F	Significance of F
Main effects	48448.468	3	16149.489	.647	.999
Age	31116.299	2	15558.150	.623	.999
Group	23803.656	1	23803.656	.953	.999
Interaction	61345.375	2	30672.687	1.228	.296
Total	3231906.580	130	24860.820		

Table 23  
Analysis of variance for  
cost-subject-mother-relationship

	Sum of Squares	Degree of freedom	Mean Square	F	Significance of F
Main effects	110783.210	3	36927.737	2.243	.085
Age	107478.102	2	53739.051	3.263	.040
Group	3108.545	1	3108.545	.189	.999
Interaction	115458.346	2	57729.173	3.506	.032
Total	2284627.969	130	17574.061		

Table 24  
Analysis of variance for  
cost-father-mother-relationship

	Sum of Squares	Degree of freedom	Mean Square	F	Significance of F
Main effects	378409.029	3	126136.343	1.820	.146
Age	228295.390	2	114147.695	1.647	.195
Group	94861.293	1	94861.293	1.368	.243
Interaction	149429.651	2	74714.825	1.078	.344
Total	9192900.916	130	70714.622		

## Appendix G

Analysis of variance for the  
satisfaction, dependence,  
and attitude towards change variables

Table 25  
Analysis of variance  
for satisfaction

	Sum of Squares	Degree of freedom	Mean Square	F	Significance of F
Main effects	323025.566	3	107675.189	.889	.999
Age	87684.180	2	43842.090	.362	.999
Group	167235.204	1	167235.204	1.381	.240
Interaction	134742.710	2	67371.355	.556	.999
Total	15595686.977	130	119966.823		

Table 26  
Analysis of variance  
for dependence

	Sum of Squares	Degree of freedom	Mean Square	F	Significance of F
Main effects	4504.839	3	1501.613	.043	.999
Age	827.853	2	413.926	.012	.999
Group	2677.103	1	2677.103	.076	.999
Interaction	87927.236	2	43963.618	1.248	.290
Total	4496717.969	130	34590.138		

Table 27  
 Analysis of variance for  
 attitude towards change

	Sum of Squares	Degree of freedom	Mean Square	F	Significance of F
Main effects	200953.578	3	66984.526	.526	.999
Age	51798.668	2	25899.334	.203	.999
Group	106282.431	1	106282.431	.835	.999
Interaction	217566.549	2	108783.274	.854	.999
Total	16337010.840	130	125669.314		

## Appendix H

Means and standard deviations  
for the variables of the Terci

Table 28

The means and standard deviations  
for roles  
on the dominance and affiliation axes of the Terci  
for groups 1 and 2 at the three age levels

Age	Group	Subject		Partner	
		Dom.	Aff.	Dom.	Aff.
13-15	1	-5.96*	-2.26	7.55	2.17
	N=7	8.33**	6.86	7.95	9.60
	2	-6.49	4.37	8.21	-.924
	N=18	10.40	10.71	10.56	12.57
16-19	1	-7.50	4.86	8.16	-8.33
	N=49	8.24	7.39	13.83	12.47
	2	-7.89	2.68	6.80	-1.75
	N=35	11.59	8.63	10.85	11.90
20-22	1	-10.55	6.08	11.07	-8.31
	N=9	14.18	9.94	16.77	10.19
	2	-6.69	7.28	9.90	-1.46
	N=13	9.98	6.96	13.43	13.13
Total	1	-7.75	4.26	8.50	-7.20
	2	-7.33	4.05	7.79	-1.47

\*Mean

\*\*Standard deviation

Group 1 - pregnant adolescent group

Group 2 - peer group

Table 28  
(continued)

The means and standard deviations  
for roles  
on the dominance and affiliation axes of the Terci  
for groups 1 and 2 at the three age levels

Age	Group	Father		Mother	
		Dom.	Aff.	Dom.	Aff.
13-15	1	7.58*	-4.52	-6.94	1.41
	N=7	6.21**	14.29	11.83	8.34
	2	8.18	-5.69	-1.16	5.17
	N=18	6.60	8.97	6.47	7.02
16-19	1	4.78	-2.77	-2.03	4.02
	N=49	13.57	14.49	11.92	14.75
	2	10.63	-3.01	-1.46	2.43
	N=35	11.49	12.47	11.94	13.80
20-22	1	7.92	-8.99	-9.94	7.17
	N=9	11.25	15.70	22.31	13.30
	2	1.91	-2.39	-.325	4.03
	N=13	11.82	13.70	10.34	13.33
Total	1	5.52	-3.82	-3.65	4.18
	2	8.25	-3.62	-1.15	3.49

\*Mean

\*\*Standard deviation

Group 1 - pregnant adolescent group

Group 2 - peer group



Table 29

The means and standard deviations  
for character  
of self, partner, father and mother  
for group 1 and 2 at the three age levels

Age	Group	Subject	Partner	Father	Mother
13-15	1	9.78*	12.28	12.69	12.76
	N=7	7.13**	7.17	12.08	8.85
	2	14.50	14.60	12.50	9.85
	N=18	8.25	10.78	8.00	4.26
16-19	1	12.15	17.38	17.07	15.87
	N=49	7.32	13.30	11.30	11.10
	2	14.53	15.18	16.43	15.66
	N=35	7.95	8.53	11.64	9.43
20-22	1	18.16	17.41	17.22	22.93
	N=9	9.78	16.13	14.19	15.89
	2	13.54	16.47	16.05	15.25
	N=13	7.45	12.94	7.65	7.10

\* Mean

\*\* Standard deviation

Group 1 - pregnant adolescent group

Group 2 - peer group

Table 30

The means and standard deviations  
for relationships  
for groups 1 and 2 at the three age levels

Age	Group	S-P relationship		S-F relationship	
		Dom.	Aff.	Dom.	Aff.
13-15	1	-66.28*	-5.14	-80.42	-53.14
	N = 7	98.38**	59.47	96.85	81.14
	2	-82.11	-43.16	-58.44	-44.72
	N = 18	219.34	154.30	108.07	140.64
16-19	1	-85.10	-53.10	-46.46	-17.44
	N = 49	168.88	177.42	130.00	109.58
	2	-90.85	-11.91	-89.02	-21.31
	N = 35	193.88	115.42	246.65	120.14
20-22	1	-144.88	-59.77	-41.44	-109.22
	N = 9	360.97	107.02	152.44	226.27
	2	-160.92	-37.07	.692	-47.92
	N = 13	316.76	198.98	105.57	150.39

\* Mean

\*\* Standard deviation

Group 1 - pregnant adolescent group

Group 2 - peer group

Table 30  
(continued)

The means and standard deviations  
for relationships  
for groups 1 and 2 at the three age levels

Age	Group	S-M relationship		F-M relationship	
		Dom.	Aff.	Dom.	Aff.
13-15	1	87.71 <sup>*</sup>	22.00	-54.71	-70.14
	N = 7	135.96 <sup>**</sup>	30.70	80.41	180.21
	2	6.278	21.50	5.94	-56.11
	N = 18	91.87	119.21	72.71	119.51
16-19	1	26.38	8.95	-35.69	-106.61
	N = 49	115.01	135.16	186.01	293.53
	2	14.51	-2.17	-36.48	-107.17
	N = 35	149.81	123.44	155.84	250.31
20-22	1	-34.44	18.55	-232.66	-166.22
	N = 9	337.88	198.61	547.83	157.60
	2	35.00	60.15	12.61	-7.84
	N = 13	95.53	134.33	94.75	205.66

\* Mean

\*\* Standard deviation

Group 1 - pregnant adolescent group

Group 2 - peer group

Table 31

The means and standard deviations  
for cost  
for the four relationships  
for groups 1 and 2 at the three age levels

Age	Group	S-P relationship	S-F relationship	S-M relationship	F-M relationship
13-15	1	87.42*	101.28	100.42	122.71
	N = 7	97.17**	121.75	131.07	175.05
	2	173.50	139.83	116.88	102.66
	N = 18	221.75	128.22	93.35	108.62
16-19	1	163.57	133.85	131.49	225.06
	N = 49	207.19	114.62	121.00	286.19
	2	170.31	184.34	149.80	200.48
	N = 35	172.24	221.22	121.65	242.39
20-22	1	215.00	215.33	289.66	372.77
	N = 9	342.42	193.81	246.97	510.70
	2	212.84	145.92	145.61	164.84
	N = 13	346.82	114.92	97.11	148.61

\* Mean

\*\* Standard deviation

Group 1 - pregnant adolescent group

Group 2 - peer group

Table 32

The means and standard deviations  
for satisfaction, dependence  
and the attitude towards change  
for groups 1 and 2 at the three age levels

Age	Group	Satisfaction	Dependence	Attitude
13-15	1	35.28*	13.28	34.28
	N = 7	194.82**	57.66	177.34
	2	-70.83	-45.11	-81.94
	N = 18	237.23	200.89	307.27
16-19	1	61.49	-30.85	21.75
	N = 49	354.87	163.43	341.10
	2	30.17	-3.31	18.97
	N = 35	312.09	138.71	297.99
20-22	1	157.77	37.44	138.00
	N = 9	595.74	262.97	573.50
	2	-48.00	-66.92	-81.23
	N = 13	382.70	317.36	490.62

\* Mean

\*\* Standard deviation

Group 1 - pregnant adolescent group

Group 2 - peer group

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